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ABSTRACT

Organized into 4 chapters, the report provides tabular data portraying the educational condition for about 12 million Hispanic Americans in the United States, and shows how Hispanics compare with the majority population on various measures of educational participation and achievement. Providing an overview of Hispanic Americans in the U.S., Chapter 1 discusses the problems of defining Hispanics and Hispanic subgroups, and presents general information on such characteristics as size of the Hispanic population, age and geographical distribution, and school enrollment status. Concerned with elementary and secondary education, Chapter 2 covers such topics as enrollment rates, characteristics of high school students, and school noncompletion. This chapter concludes with a brief description of education in Puerto Rico. Covering postsecondary education, Chapter 3 includes tabular data on such topics as enrollment, degrees awarded, and characteristics of students. Portraying the status in American society of Hispanic teenagers and adults as related to their previous level of education, Chapter 4 covers such topics as employment by broad occupational category, unemployment rates, post-high school experiences, and income levels. Throughout the report, data on Hispanics are compared with data on non-Hispanics to provide an interpretative context. (Author/NQ)

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The Condition of Education for Hispanic Americans

National Center for Education Statistics

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The Condition of Education for Hispanic Americans

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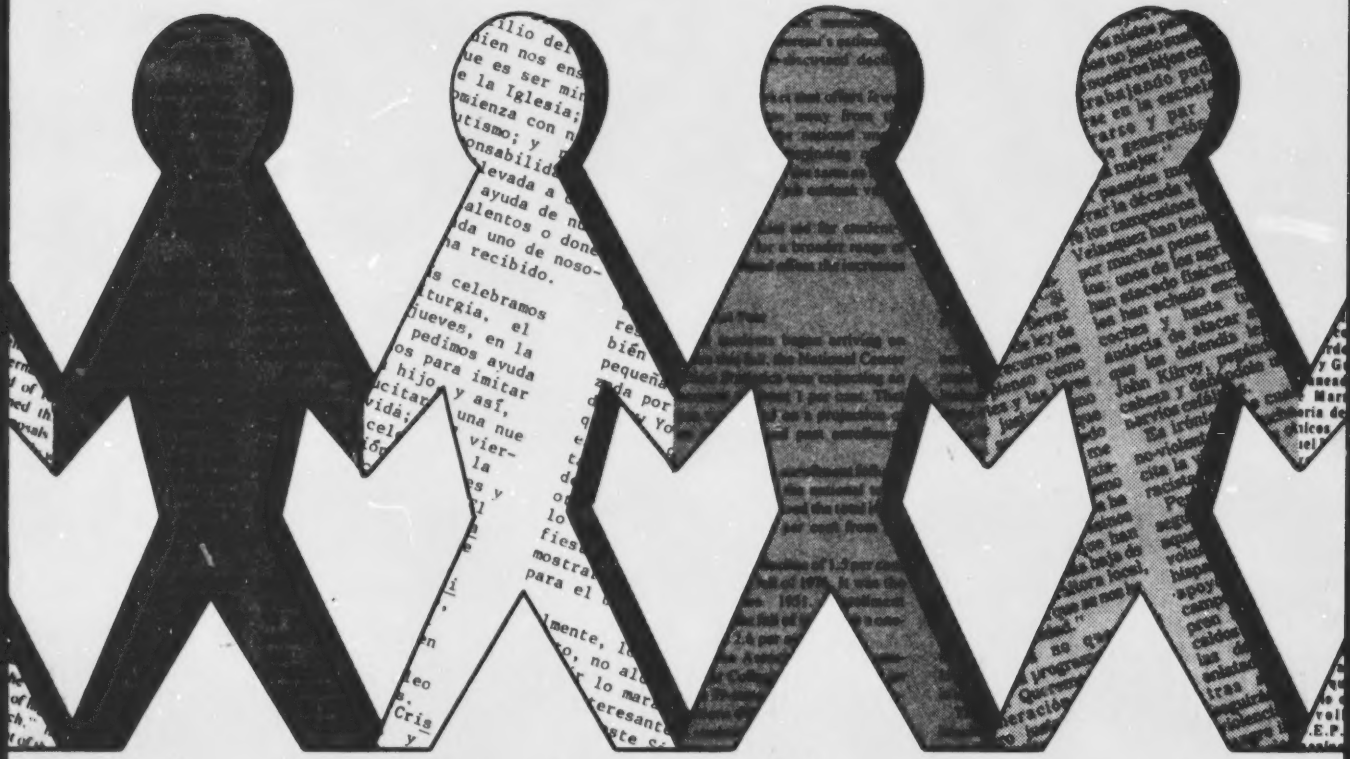

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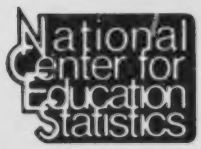

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"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

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Foreword

Since mid-1977 the U.S. Department of Health, Education, and Welfare (DHEW) has been developing an "Hispanic Initiative" — to meet the special educational, health, and other needs of Hispanics throughout the country. One of the broad goals of this "Initiative" is "to develop accurate data about the characteristics, strengths, and needs of Hispanic Americans." To meet this need with respect to education data, the National Center for Education Statistics, within the Education Division of DHEW, prepared this report, *The Condition of Education for Hispanic Americans.* The overall aim of this report is to compile from existing data sources statistical information concerning the educational participation and achievement of Hispanic Americans, and to organize and interpret this information as objectively as possible. Information is also provided concerning the sociological, demographic, and employment characteristics of Hispanic Americans and how they relate to their educational attainment.

The report is organized into four chapters. Chapter 1 provides an overview of Hispanic Americans in the United States. It discusses the problems of defining Hispanics and Hispanic subgroups, and presents general information on such characteristics as size of the Hispanic population, age and geographical distribution, and school enrollment status. Chapter 2 is concerned with elementary and secondary education and covers such topics as: enrollment rates, characteristics of high school students, and school noncompletion. This chapter concludes with a brief description of education in Puerto Rico. Chapter 3 covers postsecondary education and includes such topics as: enrollment data, degrees awarded, and characteristics of students. Chapter 4 portrays the status in American society of Hispanic teenagers and adults as related to their previous level of education. Included are such topics as: employment by broad occupational category, unemployment rates, post-high school experiences, and income levels. Throughout the report, data on Hispanics are compared with data on non-Hispanics to provide an interpretative context.

It is hoped that this report will be of interest and value to educational policy makers both within and outside the Government. The report is being published in both English and Spanish.

Marie D. Eldridge
Administrator
National Center for Education Statistics

February 1980

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The Condition of Education for Hispanic Americans was prepared by the Issues Analysis Section within the Systems Design and Analysis Branch, David B. Orr, Chief. This branch is located within the Division of Postsecondary and Vocational Education Statistics. Rolf M. Wulfsberg was Acting Director of this division at the time of the report's inception, and Marjorie O. Chandler, at the time of its completion.

George H. Brown, Chief of the Issues Analysis Section, was primarily responsible for the development and preparation of the report and was the principal author of chapters 1 and 4. Nan L. Rosen assisted in all phases of planning and preparation and was the author of chapter 2. Susan T. Hill was responsible for the planning and development of chapter 3, including computer programming to obtain all the 1978 college enrollment data and assisting in the writing of the narrative. Michael A. Olivas of the LULAC National Educational Service Centers, Inc. served as a consultant to the project and wrote the narrative material for chapter 3 and a major portion of chapter 1. He also reviewed and advised concerning all aspects of the report.

The authors wish to acknowledge the assistance of numerous people within NCES. William Fetters, Robert Calvert, Evelyn Kay, Andrew Pepin, Richard Peterson, and Stanley Smith reviewed portions of the manuscript and tables. The report as a whole was reviewed by Nancy Dearman, Valena Plisko, and Dorothy Waggoner. Paul Horn, Janet Swann, and William Sonnenberg provided invaluable assistance in accomplishing special data analyses. Thomas Hill edited the entire report. Susan Fribush was responsible for typing both the manuscript and the tables. Lillian Beander assisted in typing the first draft of the tables in chapter 3.

Two informal advisory panels were established to assist in planning the report and in reviewing the final manuscript. These were comprised, respectively, of officials within DHEW, and persons outside the Government, who were particularly knowledgeable about, and concerned with, the educational status of Hispanics in the United States. Members of these informal advisory panels are listed in appendix A.

How to Obtain More Information

Additional information about this report is available from George H. Brown, National Center for Education Statistics, 400 Maryland Avenue, SW., Washington, D.C. 20202, telephone (301) 436-6428.

Information about the Center's statistical program, a catalog of NCES publications, and additional copies of this and other publications may be obtained from the Statistical Information Office, National Center for Education Statistics, 400 Maryland Avenue, SW., Washington, D.C. 20202, telephone (202) 472-6237.

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Highlights

Overview

--There are now about 12 million Americans of Hispanic origin living in the United States. They comprise about 5.6 percent of the total U.S. population.

--75 percent of all Hispanic Americans live in five states: Texas, California, New York, Florida, and New Mexico.

--Hispanics are highly concentrated in the central cities.

--Four-fifths of all Hispanics live in households where Spanish is usually or sometimes spoken.

--In 1977 one-fifth of all Hispanic families had incomes below the poverty level as compared with 9 percent for non-Hispanic families.

Elementary and Secondary Education

--In 1976 there were approximately 3 million Hispanic children enrolled in elementary and secondary school, representing 6 percent of the total public school enrollment.

--About two-thirds of these Hispanic students were attending schools which were comprised predominantly of minority students.

--Hispanics aged 14-19 were twice as likely as "whites" not to have completed high school. Non-completion rates were considerably higher for Puerto Ricans and Mexican Americans than for the other Hispanic subgroups.

Postsecondary Education

--In the 1970's, Hispanics increased their participation in higher education, but they are still underenrolled in undergraduate, graduate, and professional studies.

--Junior colleges play a major role in higher education for Hispanics. In 1978 more than half of all Hispanic full-time freshmen and sophomores were attending 2-year colleges. California accounted for over a third of these Hispanic students.

--Attrition takes a high toll on Hispanic college enrollment. A longitudinal study showed that over half of the Hispanic students who

had entered college in 1972 had dropped out within four years, compared with a third of "whites."

--Hispanics in 1976-77 earned 4 percent of all associate degrees, but only 2 percent of all bachelor's and master's degrees awarded. Of all doctorate and first-professional degrees, 1.6 percent and 1.7 percent, respectively, were awarded to Hispanics.

Outcomes of Education

--Data from the National Assessment of Education Progress show that at each of the three age levels (9-, 13-, and 17-years) Hispanic students seriously trailed the national average in achievement in Science and Mathematics.

--In 1979 the unemployment rate for Hispanics was almost twice that of "whites" (9.1 percent versus 5.2 percent).

--At each level of education, Hispanic men earned somewhat less than "white" men.

Chapter 1
AN OVERVIEW OF HISPANICS IN THE UNITED STATES

Based on its most recent data, March 1978, the U.S. Bureau of the Census estimates that there are now 12 million Americans of Spanish origin living in the 50 States and the District of Columbia. They constitute about 5.6 percent of the total U.S. population, up from 5.1 percent in 1973. (In addition, there are 3.2 million residents of Puerto Rico, virtually all of whom are Hispanic.)

The U.S. Commission on Civil Rights,[1] as well as various Hispanic leaders, have asserted that Hispanics are seriously undercounted in all Census surveys, and that their number is considerably greater than reported. The Census Bureau[2] has acknowledged undercount problems and estimated that in the 1970 Decennial Census the undercount for Hispanics was somewhere between the estimated undercount for whites (1.9 percent) and that for blacks (7.7 percent).

For the purposes of this report, it is not necessary that a position be taken concerning the size of the Hispanic undercount. Whatever that may be, it is clear that Hispanic Americans are a large and growing segment of the U.S. population. In recent years, the Congress has become increasingly concerned about ensuring their full participation in the mainstream of American life, particularly in education. This report portrays the condition of education for Hispanic Americans and shows how Hispanics compare with the general population, or the majority population, on a wide variety of measures of educational participation and achievement.

The Problem of Definition

A major source of difficulty arises in the operational definitions used in identifying Hispanic Americans from variations over time, and among data collection agencies. For example, the Census Bureau has variously counted Hispanic Americans as: "Spanish-speaking immigrants" (1850); persons speaking Spanish as a "mother tongue" (1910); persons who identified themselves as being of the "Mexican race" ("all persons born in Mexico or having parents born in Mexico who are not definitely White, Negro, Indian, Chinese or Japanese") (1930); persons with "Spanish surnames" in the southwestern states (1950); persons with a combination of Hispanic birth or parentage, Spanish mother tongue, and Spanish surname (1960); and persons of "Spanish origin or descent" (1970). These varying categories make it impossible to calculate long term Hispanic population trends or to separate data

[1] U.S. Commission on Civil Rights, *Counting the Forgotten: The 1970 Census Count of Persons of Spanish Speaking Background in the United States, 1974.*

[2] U.S. Department of Commerce, Bureau of the Census, *Coverage of the Hispanic Population of the United States in the 1970 Census: A Methodological Analysis,* Current Population Reports, Series P-23, No. 82, 1979.

into the various Hispanic subgroups: Mexican American, Puerto Rican, Cuban, or other Spanish origins.

Since 1970, the Census Bureau has required respondents to select their origin or descent from a list of possible origins. Those selecting Mexican, Puerto Rican, Cuban, Central or South American, or some other Spanish origin were tabulated as persons of Spanish origin regardless of race.

When persons of Spanish origin are compared with "whites" using Census data, a complication arises from the fact that white persons of Spanish origin are included in both categories. Such comparisons should still be meaningful, however, since white Hispanics are such a small proportion of the total white population, that statistics for "whites" are not affected by the overlap. Similarly, the number of blacks of Hispanic origin is only a very small component of the total Spanish origin population. In this report persons of Spanish origin, or Hispanic Americans, will be referred to simply as "Hispanics."

The Identification of Hispanics in Data Collection

The Federal Interagency Committee on Education (FICE) of the Department of Health, Education, and Welfare defines an Hispanic as "a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race." "White, not of Hispanic origin" is the recommended FICE category for reporting persons "having origins in any of the original peoples of Europe, North Africa, or the Middle East." Thus, for FICE, whites and Hispanics are conceptually discrete categories.

Although the FICE racial/ethnic categories are prescribed for use by all Federal agencies, and are indeed widely used at a conceptual level, the problems encountered in large scale data collection sometimes require the use of identification procedures which introduce unknown amounts of error. There are basically two operational procedures in current use for identifying Hispanics: (1) self-identification and (2) visual identification.

As previously mentioned, self-identification is the method now used by the Census Bureau. The U.S. Office for Civil Rights (OCR) has relied since 1973 primarily on "visual identification" in its annual collection of data on public elementary and secondary school systems. This involves teacher judgments of the student's physical features, possession of a Spanish surname, or frequent use of Spanish. Since not all Hispanics have stereotyped Hispanic features, Spanish surnames, or Spanish language fluency, errors of unknown magnitude occur in estimating the number of Hispanics in any survey involving visual identification.

All OCR data presented in this report, regarding Hispanic participation in postsecondary education, pertain to self-identified Hispanics.

Hispanic Subgroups

The more than 12 million Hispanics on the U.S. mainland can be divided into subgroups on the basis of their origin or descent (entry 1.01). The largest subgroup is Mexican Americans, who number 7 million or 59 percent of all Hispanic Americans. Puerto Ricans number 1.8 million, Central or South Americans .9 million, Cubans .7 million, and "other Spanish" 1.5 million.

Occasionally, reference will be made to residents of the island of Puerto Rico as contrasted with Puerto Ricans who live on the U.S. mainland. Unless island residents are specified, one should understand that "Puerto Ricans" refers to mainland residents whose origin was Puerto Rico.

Hispanic Immigration

Official records maintained by the U.S. Immigration and Naturalization Service show that the annual number of Hispanic immigrants to the United States declined from 185,574 in 1968 to

169,151 in 1977 (entry 1.02). Between these two dates the rate of immigration fluctuated considerably. The marked drop in 1969 and the marked increase in 1977 are both attributable primarily to changes in Cuban immigration rates. Because the Immigration and Nationality Amendments of 1978 restrict the number of immigrants from any one country to 20,000 per year, total Hispanic immigration is expected to drop substantially from the numbers appearing in entry 1.02.

Although no firm data exist concerning undocumented immigrants, one source has estimated that 680,000 undocumented Mexicans entered the United States in 1975.[3]

Although Puerto Ricans, who are U.S. citizens, have been migrating to the U.S. mainland in substantial numbers for many years, it is not generally realized that a considerable amount of "reverse migration" also occurs (entry 1.03). Records maintained by the Commonwealth of Puerto Rico show that between 1970 and 1977, a total of 367,000 Puerto Ricans migrated from the U.S. mainland to Puerto Rico versus 338,000 who migrated to the mainland. In other words, in recent years, the net migration rate of Puerto Ricans to the mainland has been a negative value. Among those Puerto Ricans migrating to the mainland between 1970 and 1977, about one-fourth were born on the mainland. The other three-quarters were born in Puerto Rico, migrated to the mainland, and later returned to Puerto Rico.[4]

Geographical Distribution

Every State has some Hispanic residents, but 75 percent of all Hispanics are found in five States: California, Florida, New Mexico, New York, and Texas (entry 1.04). Hispanics account for 36 percent of the population of New Mexico, and 21 percent of the Texas population.

Mexican Americans, the largest Hispanic subgroup, are concentrated in the Southwestern states. New Mexico has a substantial number and a high percentage of "other Hispanics," reflecting its early colonization by Spain. Further, Illinois, with its availability of manufacturing and agricultural jobs, has become home to many migrants of Mexican descent. Puerto Ricans are concentrated in the industrial Northeast, particularly New York and New Jersey, and in Illinois. Cubans reside in large numbers in the South, particularly Florida.

The extent to which immigration reinforced these geographical patterns is unclear. The fact that many Hispanic immigrants have families in the United States makes it likely that newly-arrived Hispanic immigrants would settle in geographical areas already populated by members of their own subgroup. Puerto Rican migration and reverse migration data previously mentioned indicated a high degree of mobility between the U.S. mainland and Puerto Rico.

Hispanics are concentrated in the central cities according to 1978 Bureau of the Census data (entry 1.05). Eighty-five percent of Hispanic families lived in metropolitan areas. Furthermore, half of all Hispanic families lived in the central cities, as compared to a fourth of all non-Hispanic families.

Age and Family Size

Generally Hispanics are younger than the total white population (entry 1.06). The median age for Hispanics in 1978 was 22.1 years compared with 30.6 years for whites. Among the Hispanic subgroups, Puerto Ricans have the youngest median age (20.3) and Cubans the oldest (36.5). In fact, Cubans are substantially older than the general white population.

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[3]Wayne A. Cornelius, *Mexican Migration to the United States: Causes, Consequences, and U.S. Responses*, MIT Center for International Studies, 1978.

[4]The information in this paragraph was supplied by the Department of Human Resources, Commonwealth of Puerto Rico.

Hispanics have larger families[5] than do other Americans (entry 1.07). Whereas 81.7 percent of non-Hispanic families consist of four or fewer persons, only 69.5 percent of Hispanic families are in this category. Nearly 16 percent of Hispanic families have 6 or more family members, more than double the percentage for non-Hispanic households. Among the Hispanic subgroups, mean family size was largest for Mexican Americans (4.1) and smallest for Cubans and "other Hispanics" (3.5).

School Enrollment Data

Considering the relative youth of the Hispanic population, school enrollment data point to three disturbing trends in the education of Hispanics: Hispanic children enroll in school at rates lower than those for non-Hispanic students, they fall behind their classmates in progressing through school, and their attrition rates are higher than those of non-Hispanic students.

These trends begin early. School enrollment data for 3-to-6 year-olds indicate that 64.6 percent of white children are enrolled in school, in contrast to 56.7 percent of Hispanic children (entry 1.08). The gap nearly disappears during the ages 7 to 13, but widens again in the high school years. This "underenrollment" is accompanied by a gradual falling behind their age group as students are promoted through the system. Underenrollment leads to high school graduation rates for Hispanics that are lower than those for non-Hispanics. More detailed data in chapter 2 suggest that any attempts to increase Hispanic postsecondary education enrollments will require attention to the underparticipation of Hispanics in the preprimary through the high school levels.

The unsatisfactory condition of education for Hispanic youth is matched by a similar situation with respect to the adult Hispanic population. Available data indicate low educational attainment by Hispanics. Whereas 67 percent of the adult non-Hispanic population completed high school, only 41 percent of Hispanic adults hold a diploma (entry 1.09). While there is considerable intra-group variation, every Hispanic subgroup trails the non-Hispanic population. The subgroup with the highest percentage of high school graduates is "other Hispanics" (58.5 percent) and the subgroup with the lowest percentage is Mexican Americans (34.3 percent). Data concerning adults with less than five years of schooling again show Hispanics trailing non-Hispanics at each age level and subgroup (entry 1.10).

Language Characteristics[6]

According to information obtained from the 1976 Survey of Income and Education (entry 1.11), 80 percent of Hispanic Americans lived in households where Spanish was spoken. About a third of all Hispanics, just over 3.7 million, usually spoke Spanish. Cubans exceeded all other subgroups in the proportion (96 percent) who lived in Spanish language households. More than half usually spoke Spanish. Central or South Americans had the smallest proportion of persons living in Spanish speaking households — about 75 percent. "Other Hispanics" had the smallest proportion who usually spoke Spanish (21 percent).

The language one speaks is related to one's place of birth. Among Mexican Americans born in Mexico, Puerto Ricans born in Puerto Rico, and Cubans born in Cuba, about two-thirds spoke Spanish as their usual language. Among those of corresponding heritage who were born on the U.S. mainland, less than 20 percent usually spoke Spanish.

[5]The term "size of family" is defined by the Census Bureau as referring to "the number of household members who are living together and are related to each other by blood, marriage, or adoption."

[6]Information in this section is based on the NCES Bulletin; *Place of Birth and Language Characteristics of Persons of Hispanic Origin in the United States*, Spring 1976, by Dorothy Waggoner.

Income

The median income for Hispanics was $5,564 compared with $6,484 for non-Hispanics. Median income data for 1977 for Hispanic and non-Hispanic persons, aged 14 years and over, are shown in entry 1.12. The relative standing of Hispanics would probably be lower if compared with just white, non-Hispanics, but such comparison data were not available. The non-Hispanic category included blacks, who generally have smaller incomes than whites. Data available show that:

- the median incomes did not differ substantially among the various Hispanic subgroups, although all subgroups were below that for total non-Hispanics,
- income levels for Hispanic females were below those for males, and
- the percentages having incomes above $25,000 were markedly lower for Hispanics than for non-Hispanics.

Not shown in entry 1.12 is the fact that 21.4 percent of Hispanic familes in 1977 had incomes below the poverty level in contrast to 8.7 percent of the non-Hispanic families.[7]

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[7]U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978*, Current Population Reports, Series P-20, No. 339, 1979.

Table 1.01.--Hispanic population in the United States, by subgroup: 1978

Hispanic subgroup	Number 000s	Percent
Total	12,046	100.0
Mexican American	7,151	59.4
Puerto Rican	1,823	15.1
Cuban	689	5.7
Central or South American	863	7.2
Other Hispanic	1,519	12.6

NOTE.--Details may not add to totals because of rounding.
SOURCE: U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978*, Current Population Reports, Series P-20, No. 339, 1979.

Chart 1.01.–Distribution of Hispanic population, by subgroup

Of the 12 million Hispanics in the United States, Mexican Americans accounted for nearly 60 percent.

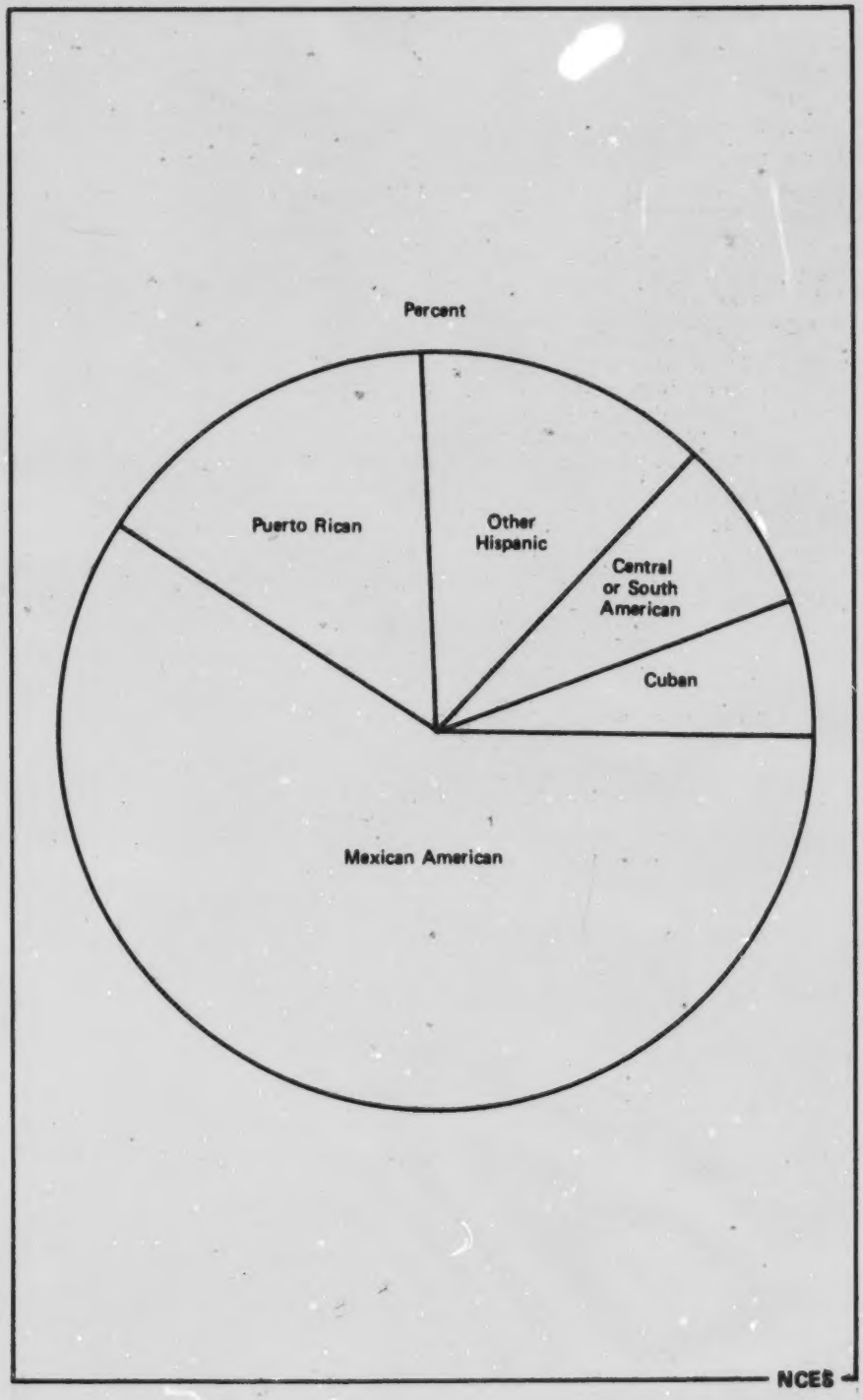

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Table 1.02.–Immigration from Hispanic countries to the United States: 1968–1977

Fiscal year*	Country of origin			
	Total	Mexico	Cuba	Other**
1968	185,574	43,563	99,312	42,699
1969	102,841	44,623	13,751	44,467
1970	102,891	44,469	16,334	42,088
1971	113,736	50,105	21,615	42,016
1972	127,231	64,040	20,045	43,146
1973	136,725	70,141	24,147	42,437
1974	136,108	71,586	18,929	45,593
1975	132,570	62,205	25,955	44,410
1976	129,546	57,863	29,233	42,450
1977	169,151	44,079	69,708	55,364

*In 1976, the Fiscal Year closing date was changed from June 30th to September 30th. That three-month segment is not represented in this table. A total of 37,083 Hispanics immigrated to the United States during that period.

**Includes immigrants from the following countries: Spain, Dominican Republic, Canal Zone, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay, and Venezuela.

SOURCE: Calculated from data supplied by the U.S. Department of Justice, Immigration and Naturalization Service.

Chart 1.02.--Immigration from Hispanic countries to the United States: 1968-1977

Hispanic immigration dropped sharply between 1968 and 1969, then rose gradually over the next few years. It rose sharply again in 1977.

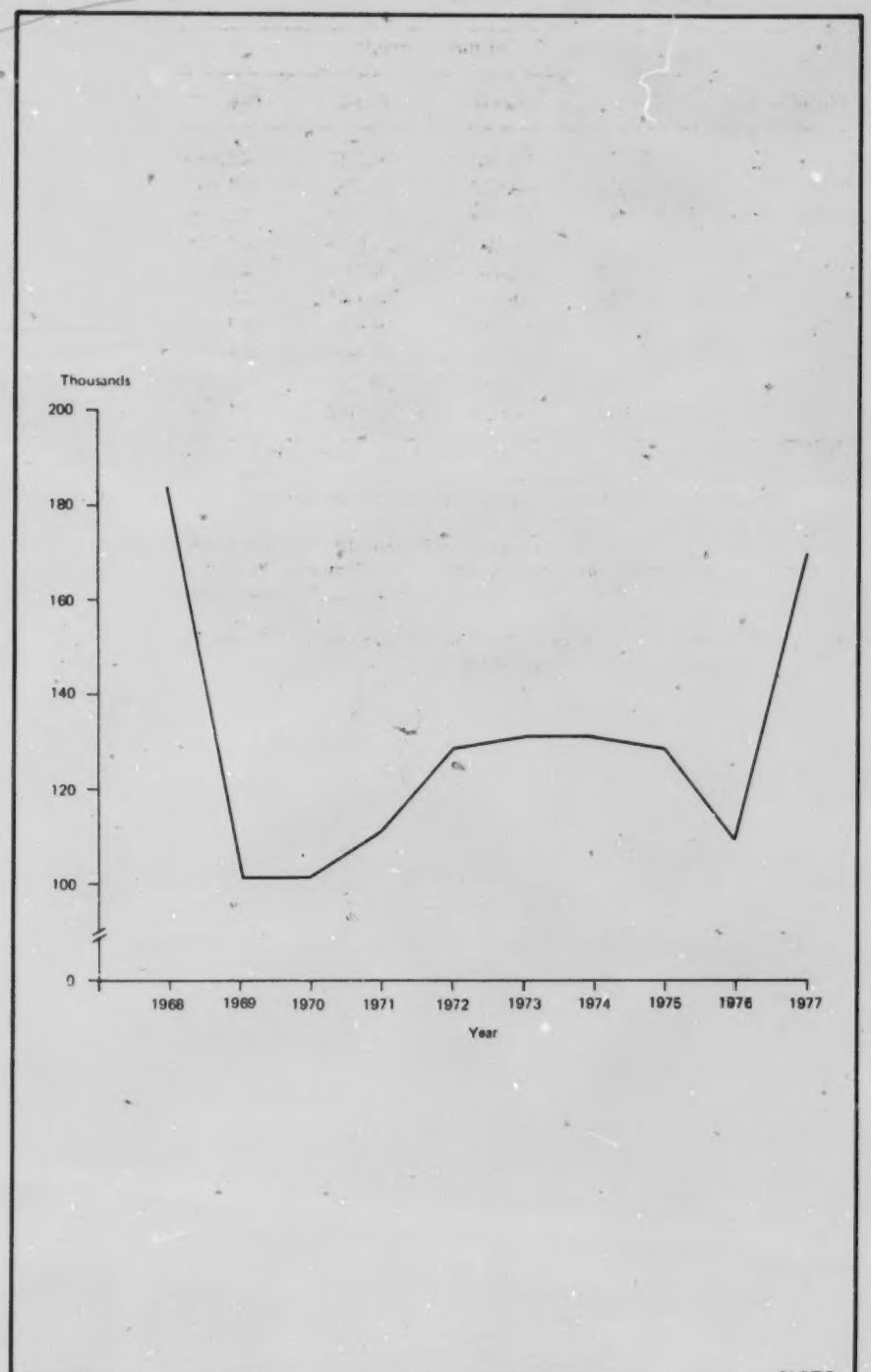

Table 1.03.–Migration of Puerto Ricans from the U.S. mainland to the island

Time period	Total	Born in Puerto Rico left and later returned	Born on U.S. mainland and migrated to Puerto Rico
Before 1960	61,000	55,000	6,000
1960-1969	200,000	159,000	41,000
1970-1977	367,000	280,000	87,000

SOURCE: Commonwealth of Puerto Rico, Division of Human Resources, unpublished data.

Chart 1.03.–Migration of Puerto Ricans

The number of Puerto Ricans migrating to the island has increased very rapidly.

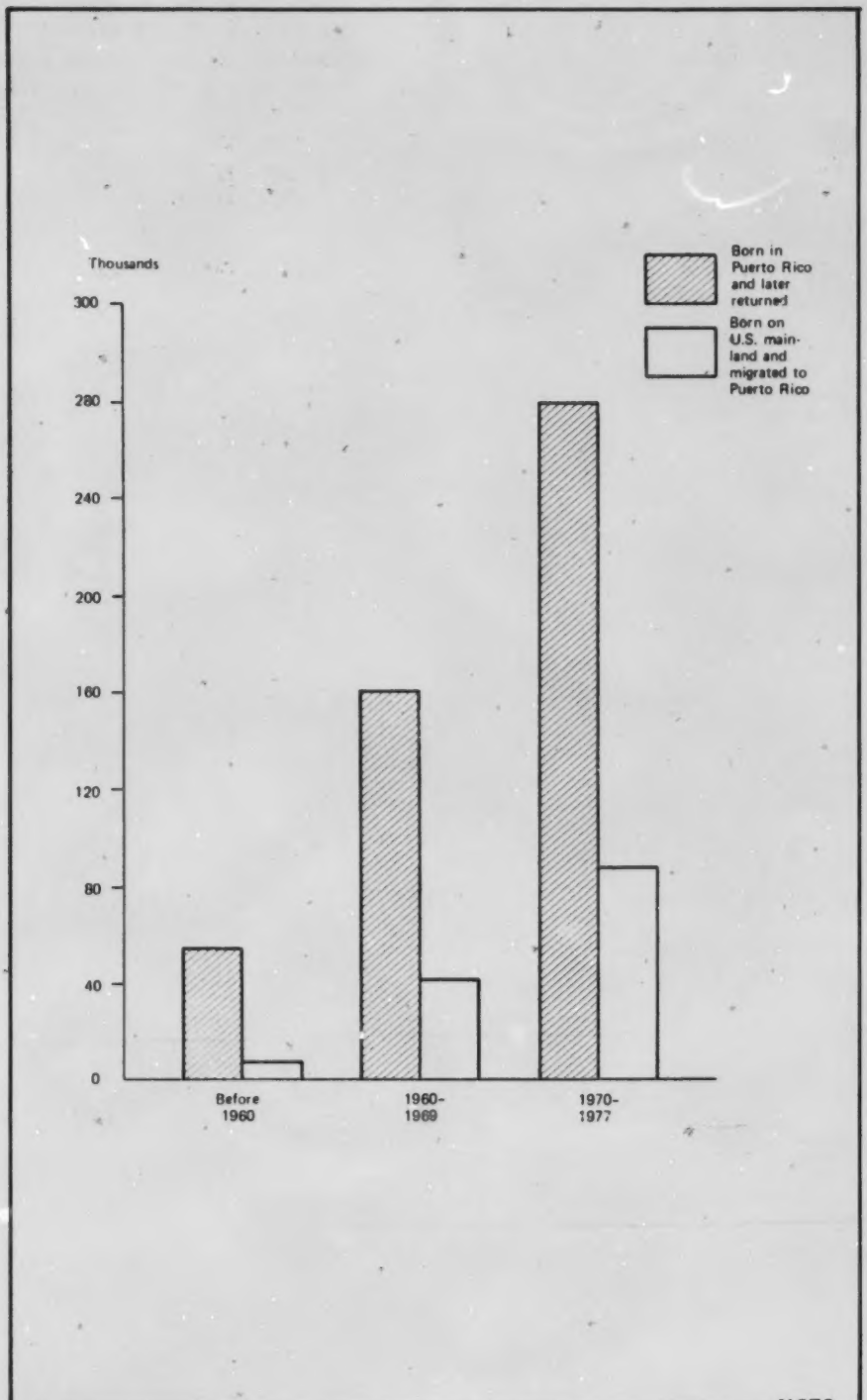

Table 1.0 .–Geographical distribution of Hispanics among selected States, by subgroup: 1976

State[1]	Number of Hispanics (000s)	Percent of population Hispanic	Percent distribution				
			Hispanic subgroup				
			Mexican American	Puerto Rican	Cuban	Central or South American	Other Hispanic
United States . .	11,193	5.6	61	14	6	7	11
Arizona	350	15	91	*	*	*	7
California	3,348	16	82	3	1	7	8
Colorado	278	11	76	*	*	*	21
Connecticut	81	3	*	71	*	*	*
Florida	669	8	5	6	62	9	19
Georgia	23	1	*	*	*	*	*
Hawaii	27	3	*	*	*	*	*
Idaho	28	3	73	*	*	*	*
Illinois	412	4	54	32	*	6	*
Indiana	84	2	68	*	*	*	*
Iowa	22	1	*	*	*	*	*
Kansas	43	2	77	*	*	*	*
Louisiana	85	2	*	*	*	24	52
Maryland	31	1	*	*	*	*	*
Massachusetts	89	1	*	49	*	24	*
Michigan	96	1	70	*	*	*	*
Minnesota	20	1	*	*	*	*	*
Missouri	25	1	*	*	*	*	*
Nebraska	25	2	88	*	*	*	*
Nevada	36	6	62	*	*	*	*
New Jersey	385	5	*	47	24	15	12
New Mexico	420	36	51	*	*	*	48
New York	1,439	8	*	59	5	20	14
Ohio	85	1	52	26	*	*	*
Oklahoma	38	1	66	*	*	*	*
Oregon	40	2	71	*	*	*	*
Pennsylvania	125	1	*	80	*	*	*
Texas	2,557	21	97	*	*	*	2
Utah	41	3	70	*	*	*	*
Virginia	56	1	*	*	*	*	36
Washington	74	2	74	*	*	*	*
Wisconsin	34	1	*	*	*	*	*

*Percent not shown where estimate is less than 20,000 persons.

[1]Only those States with an estimated Hispanic population of at least 20,000 are listed.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 1.04.–States with Hispanic population of at least five percent

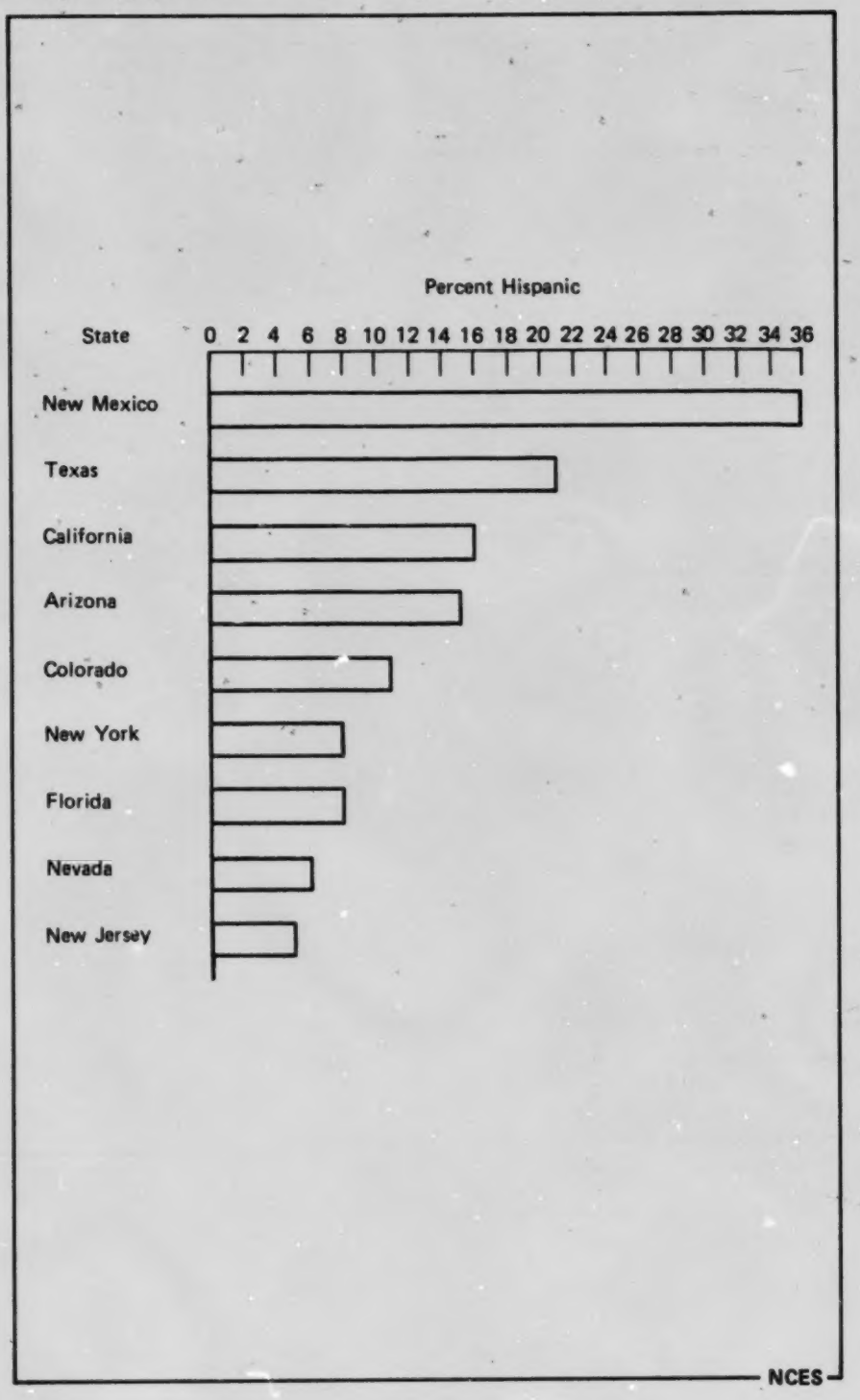

Table 1.05.–Metropolitan residence of Hispanic and non-Hispanic families, by subgroup: 1978

Area	Total non-Hispanic	Total Hispanic[1]	Hispanic subgroup			
			Mexican American	Puerto Rican	Cuban	Other Hispanic[1]
All families						
Number (000s) . .	54,451	2,764	1,623	437	186	518
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Metropolitan areas . . .	65.2	85.4	81.0	95.2	97.3	86.3
Central cities	25.6	51.1	46.3	79.0	37.1	47.5
Balance	39.5	34.3	34.7	16.2	60.2	39.0
Nonmetropolitan areas .	34.8	14.6	19.0	4.8	2.7	13.7

[1]Includes families maintained by persons who did not know or did not report on origin.
[2]Includes Central or South American and "other" Spanish origins.
NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978,* Current Population Reports, Series P-20, No. 339, 1979.

Chart 1.05.–Metropolitan residence of Hispanic and non-Hispanic families

Half of all Hispanic families live in the central city, as compared to one-fourth of all non-Hispanic families.

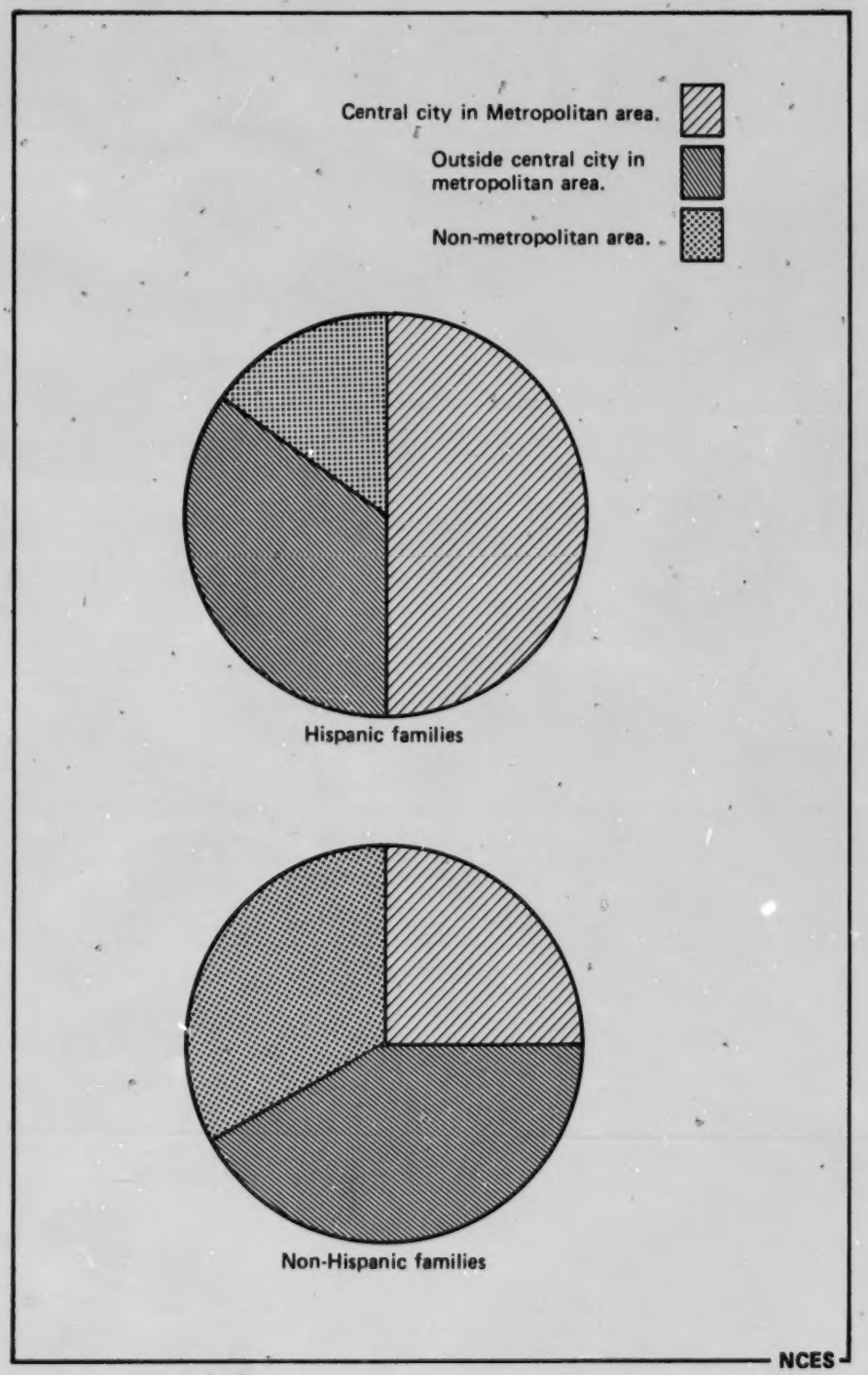

Table 1.06.–Age distribution of Hispanic and white population: 1978

Age distribution	White[1]	Total Hispanic	Hispanic subgroup				
			Mexican American	Puerto Rican	Cuban	Central or South American	Other Hispanic
All ages							
Number (000s) . .	188,520	12,046	7,151	1,823	689	863	1,519
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 5	6.7	12.6	13.9	11.3	5.7	9.4	13.4
5 to 9 years	7.4	11.5	11.8	13.6	6.8	9.2	10.6
10 to 17 years	13.8	17.7	17.3	21.1	13.4	14.8	18.9
18 to 24 years	13.0	13.9	15.0	11.4	10.5	12.5	14.2
25 to 64 years	47.6	39.9	38.3	40.5	50.3	51.0	36.8
65 years and over . .	11.6	4.3	3.7	2.2	13.3	3.0	6.2
Median age	30.6	22.1	21.3	20.3	36.5	26.8	21.5

[1] Includes Hispanics who are white.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census. The data on whites were collected in July 1978 and reported in Estimates of the Population of the United States, by Age, Sex, and Race: 1976 to 1978. All other data in this table were collected in March 1978 and reported in *Persons of Spanish Origin in the United States: March 1978*, Current Population Reports, Series P-20, No. 339, 1979.

Chart 1.06.–Median age

Except for Cubans, Hispanics were younger than whites.

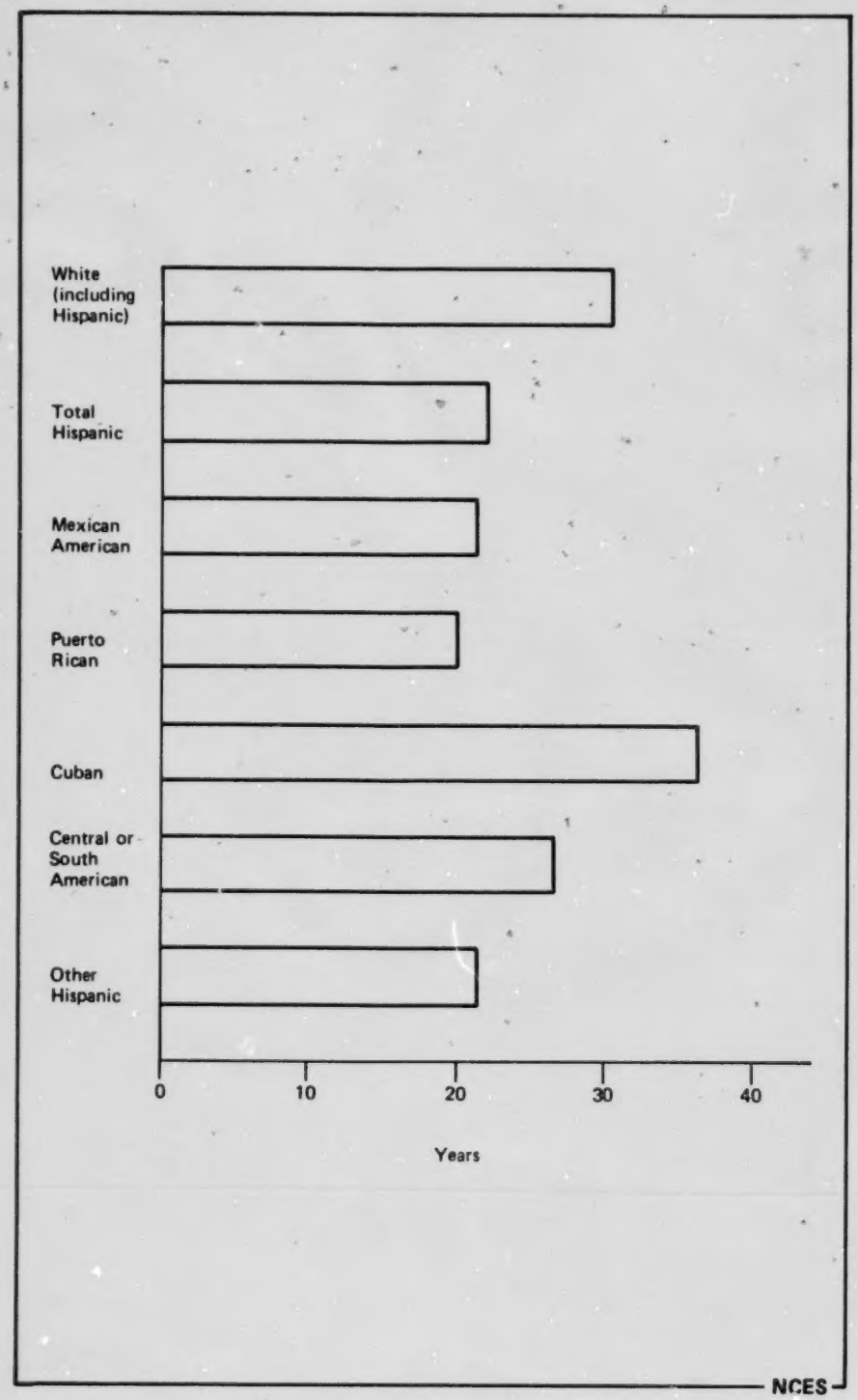

Table 1.07.–Percentage distribution of Hispanic and non-Hispanic families, by family size: 1978

Family size	Total non-Hispanic[1]	Total Hispanic	Hispanic subgroup			
			Mexican American	Puerto Rican	Cuban	Other Hispanic
All families						
Number (000s)	54,451	2,764	1,623	437	186	518
Percent.	100.0	100.0	100.0	100.0	100.0	100.0
2 persons	39.2	23.9	21.4	24.3	30.1	29.2
3 persons	22.0	23.0	21.3	22.3	24.7	28.4
4 persons	20.5	22.6	22.7	24.1	26.3	19.9
5 persons	10.8	14.8	15.8	17.3	7.5	12.0
6 persons	4.5	7.9	9.5	5.8	5.4	5.4
7 or more persons	3.0	7.8	9.4	6.2	5.4	5.2
Average number of persons	3.3	3.9	4.1	3.8	3.5	3.5

[1] Includes families for which origin was not reported.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978*, Current Population Reports, Series P-20, No. 339, 1979.

Chart 1.07.–Average size of family

Hispanics had larger families than non-Hispanics.

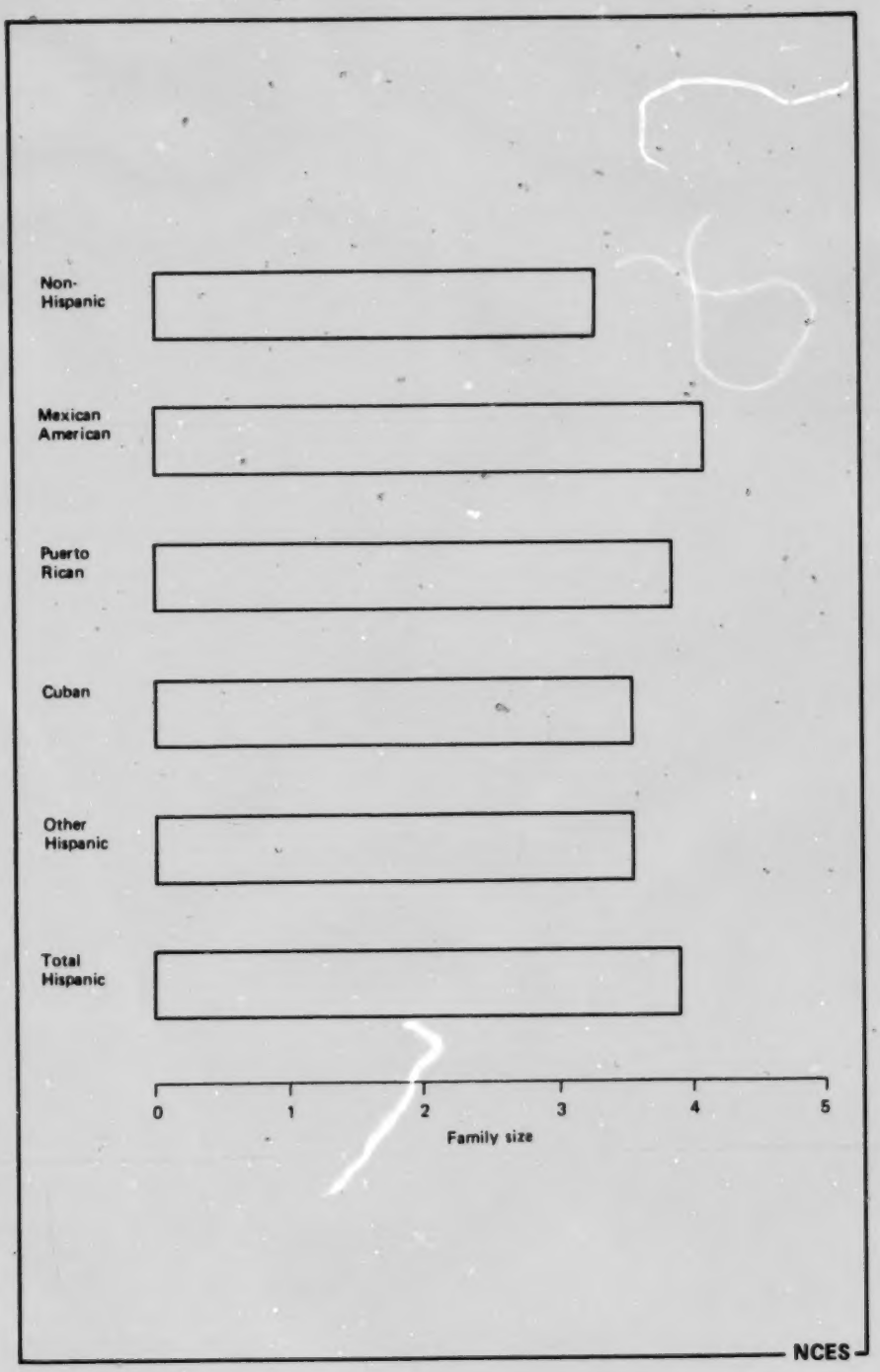

Table 1.08.–School enrollment status of Hispanic and white population age 3–34 years old: October 1978

Age	Hispanic		White[1]	
	Total population (000s)	Percent enrolled	Total population (000s)	Percent enrolled
Total 3–34 years	7,150	48.3	97,078	50.3
3–6 years	957	56.7	10,111	64.6
7–13 years	1,584	98.7	20,615	99.1
14–17 years	1,002	89.0	13,759	93.4
18–24 years	1,672	20.1	23,650	28.5
25–34 years	1,934	6.2	28,943	7.8

[1] Includes Hispanics who are white.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students: October 1978*, Current Population Reports, Series P-20, No. 346, 1979.

Chart 1.08.–School enrollment status

At each age level, a smaller percentage of Hispanics than whites attended school.

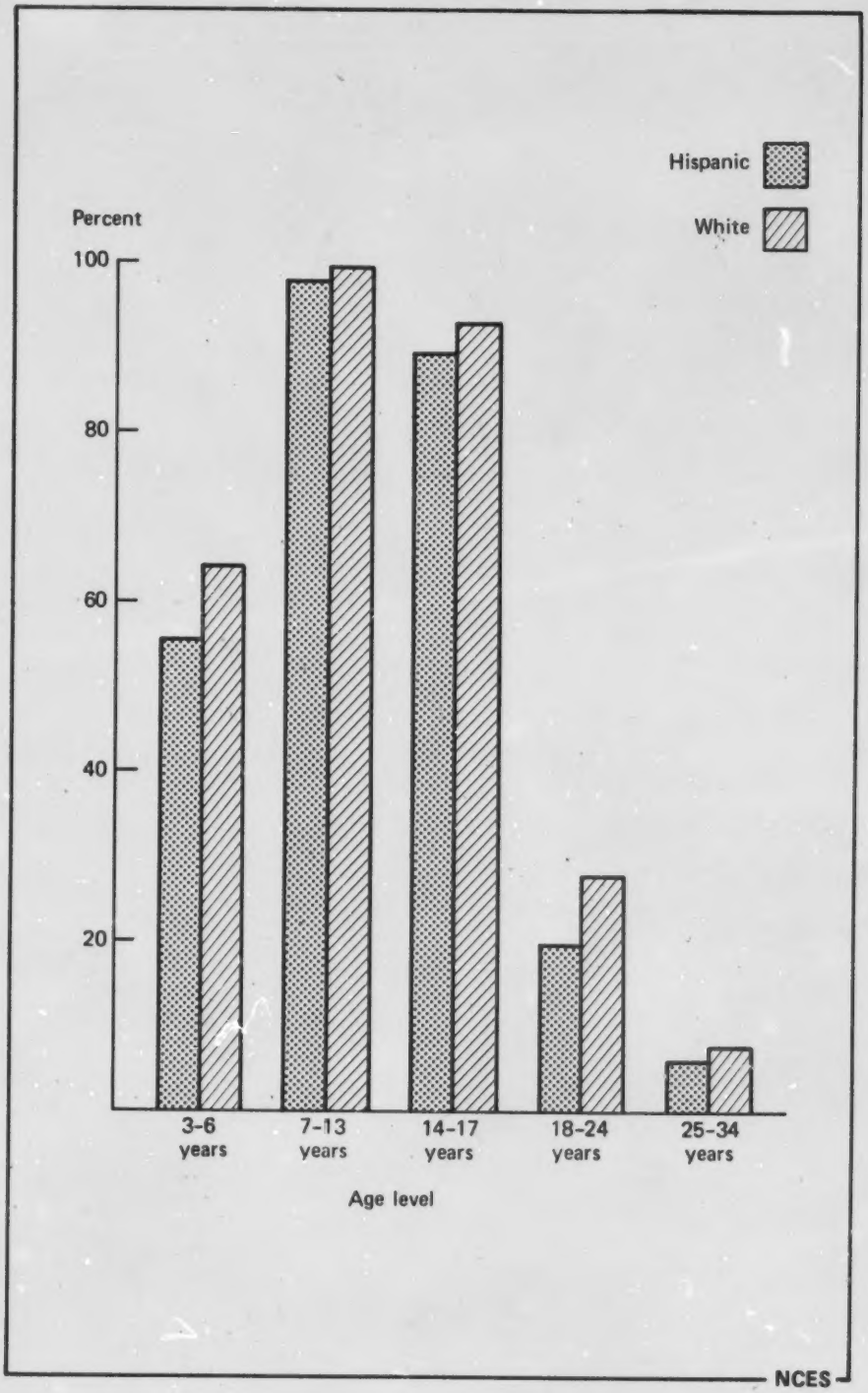

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Table 1.09.–Percent of Hispanic and non-Hispanic population aged 25 years or older, who completed 4 years of high school or more, by age category and subgroup: March 1978

Age category	Non-Hispanic	Total Hispanic	Hispanic subgroup			
			Mexican American	Puerto Rican	Cuban	Other Hispanic
Total, 25 years and over	67.1	40.8	34.3	36.0	49.1	58.5
25–29 years	87.1	56.6	51.3	52.1	*	74.5
30–34 years	84.4	50.1	44.1	43.7	*	67.8
35–44 years	76.9	44.2	37.2	35.2	57.8	62.7
45–64 years	62.7	30.3	21.4	26.0	40.9	51.1
65 years and over .	38.6	17.3	7.1	*	34.9	28.3

*Percent not shown where estimate is less than 20,000 persons.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978,* Current Population Reports, Series P-20, No. 339, 1979.

Chart 1.09.–High school completion rates

At all age levels, high school completion rates were appreciably lower for Hispanics than for non-Hispanics.

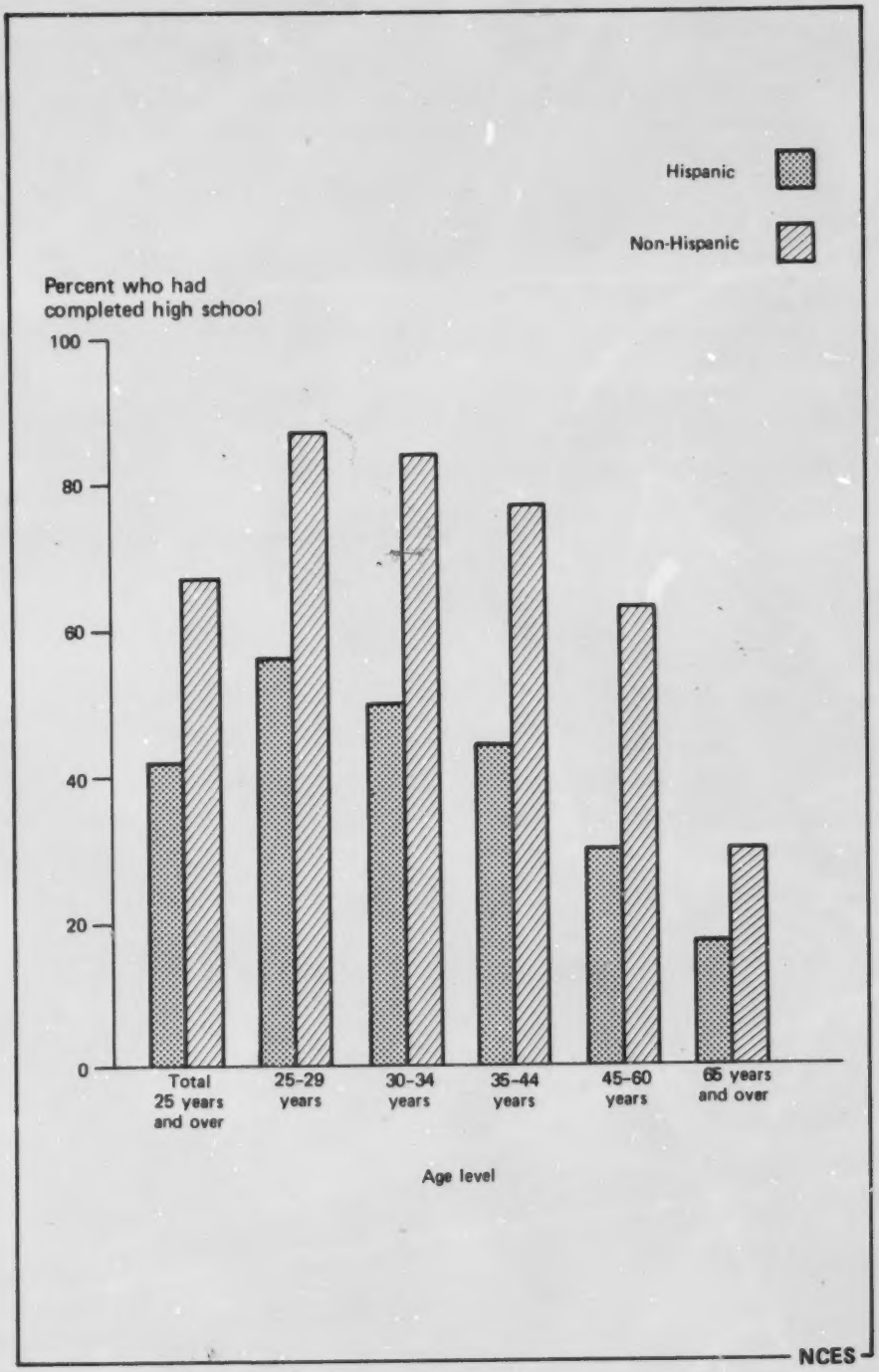

Table 1.10.–Percent of Hispanic and non-Hispanic population aged 25 years or older, with less than 5 years of school, by age category and subgroup: March 1978

Age category	Non-Hispanic	Total Hispanic	Hispanic subgroup			
			Mexican American	Puerto Rican	Cuban	Other Hispanic
Total, 25 years and over	3.0	17.2	23.1	15.0	9.3	5.9
25–29 years	.6	5.7	7.6	4.3	*	1.0
30–34 years	.6	9.6	12.6	8.2	*	3.5
35–44 years	1.1	11.2	15.9	12.4	2.2	1.7
45–64 years	2.7	24.9	34.3	23.0	10.2	9.3
65 years and over .	8.7	45.0	65.4	*	20.5	19.2

*Percent not shown where estimate is less than 20,000 persons.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978*, Current Population Reports, Series P-20, No. 339, 1979.

Chart 1.10.–Population with less than 5 years of school

Almost one-fourth of the Mexican Americans had less than 5 years of schooling.

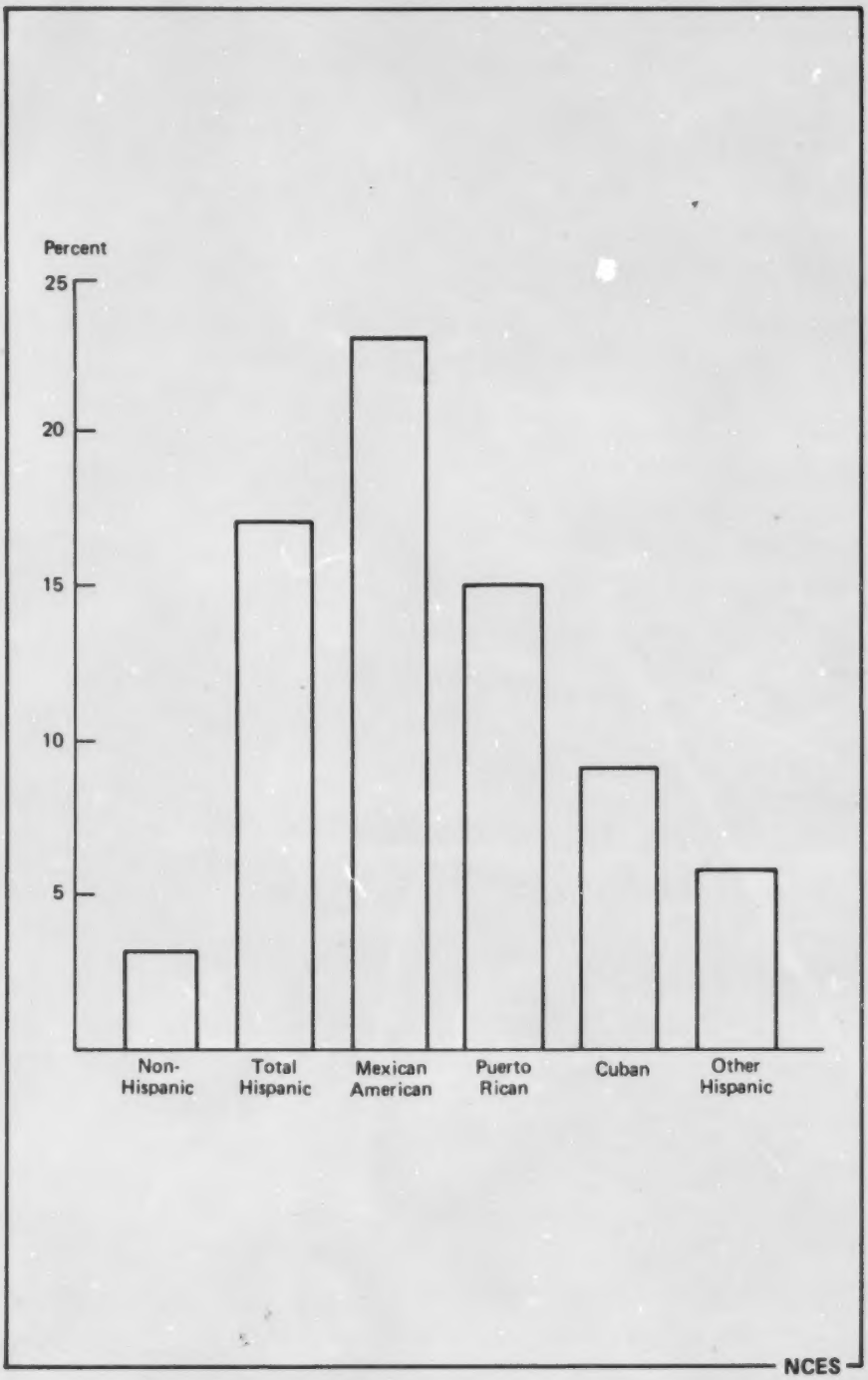

Table 1.11.–Language characteristics of Hispanics, by subgroup: 1976

(Numbers in thousands)

Language characteristics	Total Hispanic	Hispanic subgroup				
		Mexican American	Puerto Rican	Cuban	Central or South American	Other Hispanic
Total	11,193	6,797	1,603	714	809	1,272
With English-language backgrounds	1,601	960	94	*	98	439
With Spanish-language backgrounds	9,425	5,793	1,488	702	663	780
In English-only households	466	279	61	*	43	70
In Spanish-language households	8,943	5,505	1,422	689	620	708
With English usual individual language	3,980	2,548	629	236	212	356
With Spanish usual individual language	3,711	2,107	617	408	315	265

*Number not shown where estimate is less than 20,000 persons.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Place of Birth and Language Characteristics of Persons of Hispanic Origin in the United States, spring 1976, No. 78-135, (Survey of Income and Education data).

Chart 1.11.–Percent of Hispanics with English language background

Except for the "Other Hispanic" subgroup, very few Hispanics had an English language background.

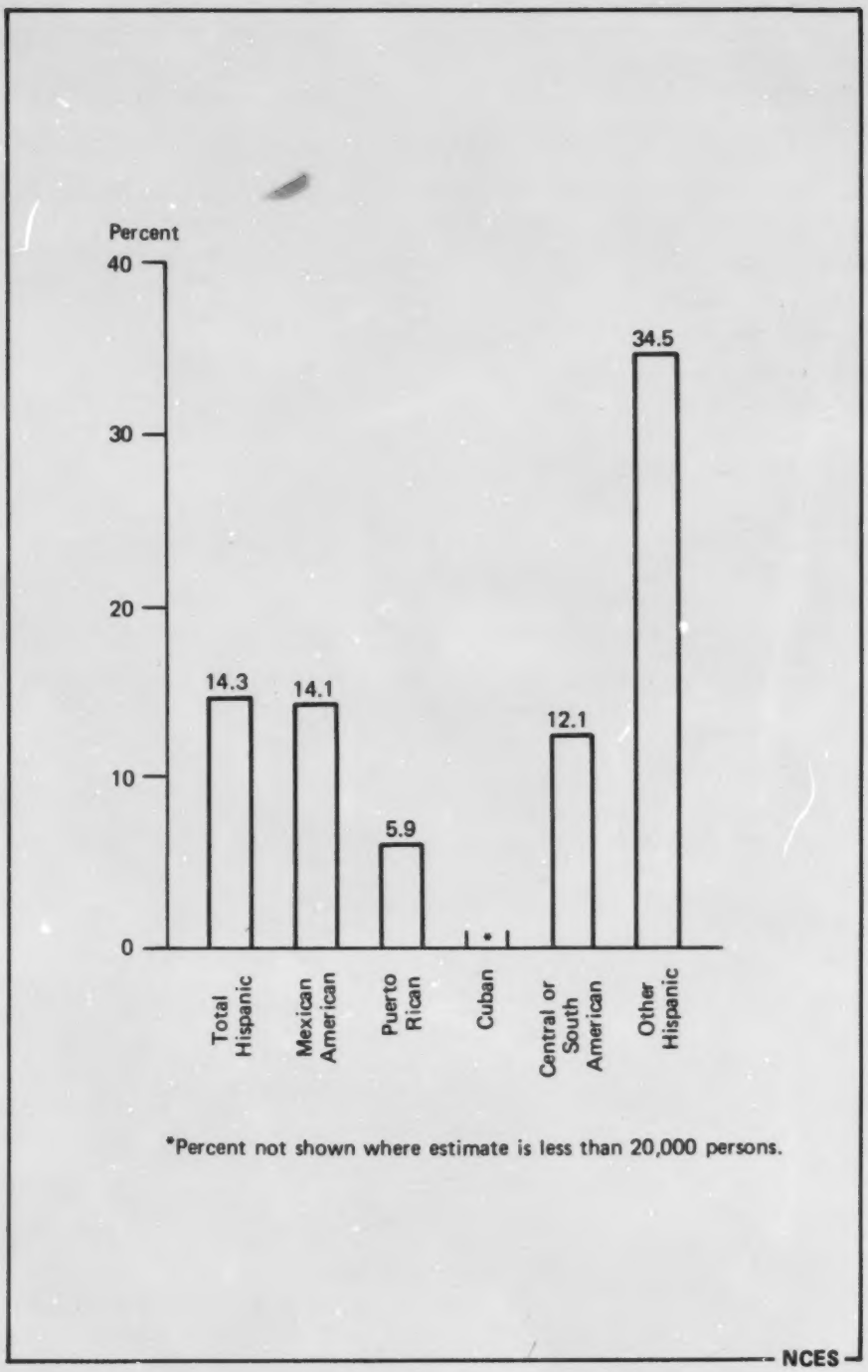

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Table 1.12.–Income of Hispanic and non-Hispanic population aged 14 years and over, by subgroup and sex: 1977

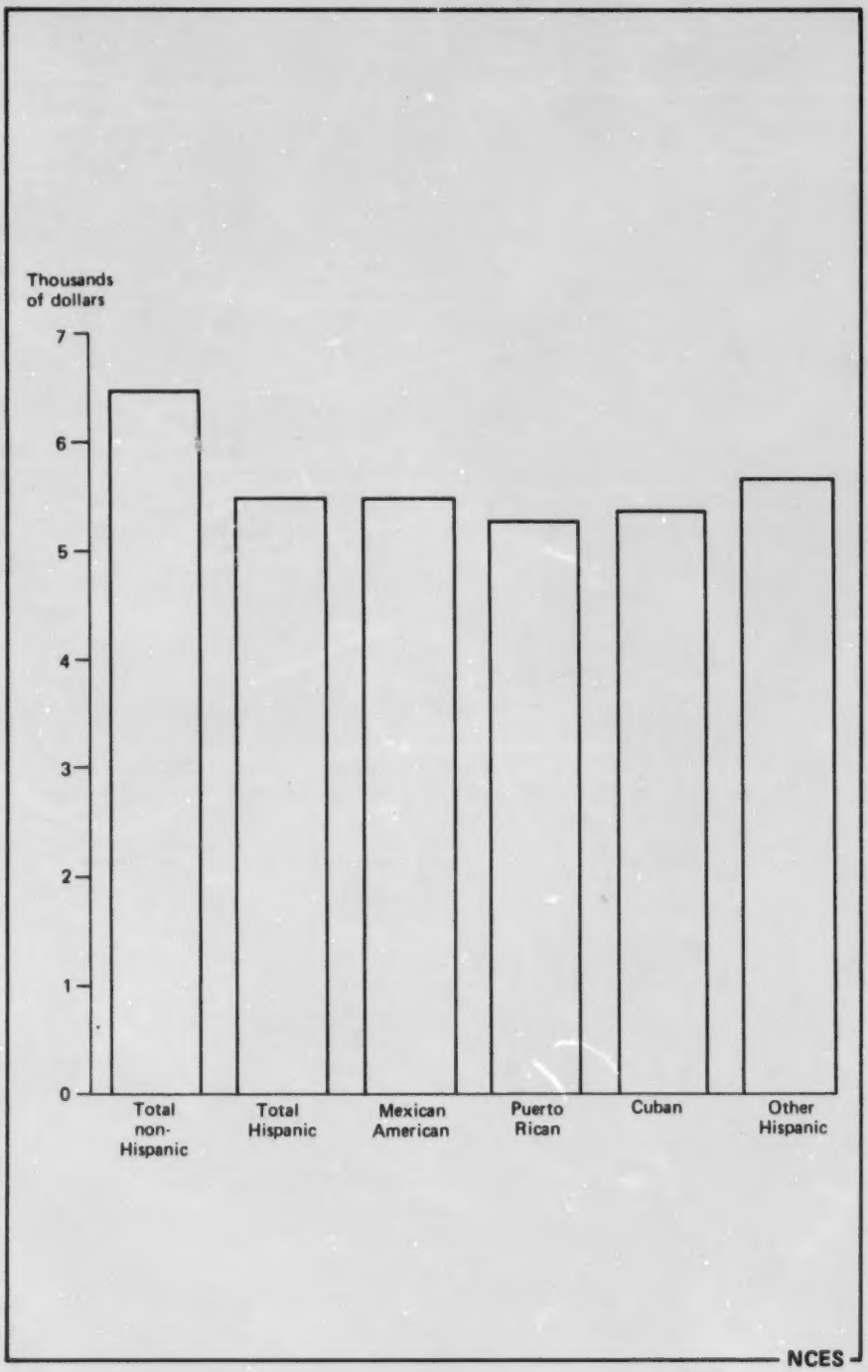
Sex and ethnicity[1]	Median income	Percent with income below $5,000	Percent with income of $25,000 or more
Both sexes			
Total non-Hispanic	$ 6,484	41.7	5.0
Total Hispanic	5,564	45.7	1.6
Mexican American	5,536	46.2	1.2
Puerto Rican	5,445	46.4	1.0
Cuban	5,424	46.5	2.4
Other Hispanic	5,784	44.1	2.8
Male			
Total non-Hispanic	10,261	27.0	8.9
Total Hispanic	7,797	31.0	2.7
Mexican American	7,708	31.1	1.9
Puerto Rican	8,051	29.4	2.0
Cuban	7,845	31.9	3.9
Other Hispanic	7,875	31.8	5.2
Female			
Total non-Hispanic	3,956	58.1	0.6
Total Hispanic	3,669	63.5	0.2
Mexican American	3,351	66.0	0.1
Puerto Rican	4,179	62.2	0.1
Cuban	3,414	62.8	0.7
Other Hispanic	4,158	58.0	0.3

[1] Includes only those persons who had income.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978*, Current Population Reports, Series P-20, No. 339, 1979.

Chart 1.12.–Median Income

Non-Hispanics had a median income in 1977 about $1000 higher than that of Hispanics.



Chapter 2
ELEMENTARY AND SECONDARY EDUCATION

The elementary and secondary schools in this country are set up to provide students with the basic skills necessary to assume the responsibilities of adulthood. The importance of learning these basic skills is reflected in the fact that attendance in school is mandatory for all children from ages 5 through 16. (States vary on the exact ages.) As mentioned in chapter 1, school enrollment data for Hispanics reveal some disturbing trends in terms of underenrollment, enrollment below expected grade level, and school non-completion rates.

This chapter presents information concerning the participation of Hispanics in elementary and secondary education. Among the topics included are: enrollment data, types of programs in which Hispanic students are enrolled, and characteristics of Hispanic high school students. Progress in school and attrition rates are also examined in relation to such socioeconomic variables as place of birth, poverty level, language characteristics, and place of residence. In addition, such factors as family size, education of family head, and family structure will be examined. Differences among the Hispanic subgroups in these areas are analyzed where the data permit. The chapter concludes with a discussion of the employment of Hispanics in elementary and secondary school systems, and a brief examination of education in Puerto Rico.

School Enrollment

In 1976, there were approximately 3 million Hispanic children enrolled in elementary and secondary schools, representing 6 percent of the total public school enrollment in the 50 States and the District of Columbia.[1] Ninety percent of Hispanic children enrolled in public elementary and secondary schools were located in nine States (entry 2.01). Three States alone (California, Texas, and New York) accounted for 67.5 percent of all Hispanic students at this school level. Reflective of their proportions of the Hispanic population, Mexican American children comprised 63 percent of the Hispanic enrollment, Puerto Rican children accounted for 15 percent; Cuban and Central or South American children each accounted for 5 percent, and the remaining 11 percent were "other Hispanic" (entry 2.02).

At most grade levels, only a small proportion of students, both Hispanic and white, attended private schools (entry 2.03). At the nursery school level, however, 75 percent of the white students were in private schools in contrast with 45 percent of the Hispanics. This difference may stem from the fact that relatively fewer Hispanic families are financially able to send their children to a private school. At the kindergarten, elementary, and high school levels, the percentage of Hispanic children attending private schools was generally less than the corresponding percentage of white children.

[1]Most of the enrollment data reported in this section are from the 1976 Elementary and Secondary Schools Civil Rights Survey which did not collect data from Puerto Rico or other outlying territories.

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In 1978-79, Hispanics comprised about 8 percent of the total enrollment in Catholic elementary and secondary schools, up from 5 percent 8 years previously (entry 2.04).

An Office for Civil Rights study in 1976, covering about two-thirds of the 3 million Hispanic school children in the continental United States, revealed that about two-thirds of Hispanic students attended schools which were comprised predominantly of minority students. Over 30 percent attended schools in which minority students comprised 90–100 percent of the total school enrollment (entry 2.05) and another 30 percent attended schools where the percentage of minority students was between 50 and 89 percent. Regional comparisons (entry 2.05) showed that segregation of Hispanic students was highest in the Northeast but was increasing most rapidly in the Midwest.

The percentage of preprimary students who attended full-day programs increased gradually from 1972 through 1977, although the percentage of Hispanic children attending full-day was consistently higher than for white children (entry 2.06). In the two most recent years for which data are available (1976 and 1977), Hispanic girls were more likely than Hispanic boys to attend full-day programs. No sex differences are apparent in the attendance patterns of white children.

Types of Programs

Several programs have an impact on Hispanics. A brief description of these program follows:

Head Start[2]

In 1965, the Head Start Program was initiated, by the Office of Economic Opportunity, to provide health, educational, social, and nutritional services to preschool children living in poverty. The program is now operated by the Administration of Children, Youth, and Families (ACYF), Office of Human Development Services, Department of Health, Education, and Welfare. By the fall of 1979 there were approximately 400,000 children aged 3, 4, and 5 enrolled in various Head Start Programs. Approximately 20 percent of these were Hispanic, including 14,000 children in Puerto Rico. Because of the high poverty level in Puerto Rico, almost all children there are eligible for Head Start programs. The largest single program in the Nation operating in 1978 was the Puerto Rican Community Action Program, which served the entire island except for San Juan. This program enrolled over ten thousand children.

In 1975, ACYF initiated a new effort within the Head Start program that focused on the needs of Spanish-speaking children. As part of this new effort, four bilingual-multicultural models were developed and tailored specifically to the needs of Spanish-speaking children. These models will soon be put into use in all regions of the country.[3]

Migrant Student Record Transfer System (MSRTS)

Since the early 1970's, the United States Office of Education has operated the Migrant Student Record Transfer System (MSRTS) on a contractual basis through the Arkansas Department of Education. This program, designed to help the children of migrant agricultural and fishing workers in the continental United States and Puerto Rico, provides for the prompt transfer of accurate educational and health records of these children as they move from school to school. Migrant children often attend as many as four different schools in one year, and prior to the development of MSRTS the special needs of these children often went unmet. Once information on a child is entered into the MSRTS

[2]In 1979, approximately 18 percent of the 75,600 Head Start staff were Hispanics.

[3]This information concerning the Head Start Program was provided by the Administration on Children, Youth, and Families, Department of Health, Education, and Welfare.

system, accurate records of that child's previous education can be obtained by a new school within 24 hours, thereby facilitating placement at the appropriate educational level, and minimizing the need for duplicative testing and evaluation efforts. From September 1978 through August 1979, there were over 700,000 registered enrollments in the system (entry 2.07). This number is a count of all separate enrollments that occurred as children moved from school to school. An estimated 400,000 students have participated in the program. Since student records do not indicate the ethnic background of the children, no exact count is possible of the number of Hispanic children in the program. However, it is estimated that 70 percent of the children in the MSRTS system are Hispanics.[4]

Bilingual Programs

As stated in chapter 1, approximately four out of five Hispanics live in Spanish-speaking households, and one-third of all Hispanics usually speak Spanish themselves. Bilingual education programs were developed to facilitate the progress through school of children with limited English-language facility. Title VII of the Elementary and Secondary Education Act of 1965 authorizes the expenditure of Federal funds to operate bilingual education programs. Thirty-four States, and Puerto Rico and the Virgin Islands had local school districts which operated bilingual programs offering Spanish (entry 2.08). In 1977, forty-eight States or territories had some kind of program, either Bilingual Education or English as a Second Language, to meet the needs of Hispanic students with limited English speaking ability (entry 2.09). In addition, many States had English as a Second Language (ESL) programs. No State, however, served all of the children who had been identified as limited or non-English speakers. Even in States with a large number of such children, less than two-thirds were being served.

[4]U.S. Office of Education, Division of Education for the Disadvantaged, Migrant Branch.

Vocational Education Programs

Several technical problems arise when considering Hispanic enrollment in vocational education programs. These problems include variations in the definition of vocational education and confusion as to the proper categorization of a student who is taking both academic and vocational courses. In addition, when looking at ethnic differences, one must always keep in mind that vocational education programs generally involve students in an age group where the attrition rate for minority students is quite high (entries 2.29 — 2.35). Differences between white and Hispanic participation rates in vocational education appear negligible when the percentages are based on total enrollment in elementary and secondary schools (entry 2.10). However, differences were somewhat greater in a survey of the high school class of 1972 (entry 2.11). Thirty percent of these Hispanic seniors reported that they were in vocational education programs compared with 23 percent of the white seniors.

Special Education Programs

Federal legislation mandates that schools provide special educational programs for children identified as: educable mentally retarded; trainable mentally retarded; emotionally disturbed; learning disabled; speech impaired; orthopedically handicapped; visually handicapped; hard of hearing; or other health impaired;[5] and gifted and talented.[6] Hispanics and whites participated in special classes for the handicapped at rates consistent with their percentage representation in the total elementary and secondary school enrollment (entry 2.12). With respect to special classes for the gifted and talented, however, Hispanic children appear to be underrepresented in relation to their percent of the population. This might be partly due to the fact that the selection tests (for entrance into the classes) are usually in English.

[5]Education of All Handicapped Children Act, P.L. 94-142.

[6]Gifted and Talented Children's Education Act, P.L. 95-561.

Characteristics of High School Seniors

In 1972, the National Center for Education Statistics began its National Longitudinal Study (NLS). Base year data were collected at that time from a representative sample of high school seniors. Respondents were classified as white, black, or Latin American on the basis of self-identification. The degree of overlap between the Latin American (Hispanic) ethnic category and the racial categories was not known. As was true when considering ethnic differences in participation in vocational education, it should be kept in mind that Hispanics had a much higher attrition rate than whites (entries 2.29–2.35). Therefore, data from NLS reflected information based only on that group of Hispanic students that remained in high school to become seniors. Some conclusions gathered from the data were that:

- Hispanic high school seniors were somewhat older than their white classmates. This is reflective of the higher rate of delayed education for Hispanic students, which will be discussed in a later section. Only 20 percent of the white seniors but 49 percent of the Hispanic seniors in spring 1972 were over 18 years old (entry 2.13).
- Although Hispanic and white seniors reported spending almost equal amounts of time on their homework (entry 2.14). Hispanic students tended to get lower grades (entry 2.15). Only 35 percent of Hispanics reported grades of "mostly B" or better, compared with 52 percent of the whites. Given the high verbal content of most high school courses, it is possible that the grade differential is due to differences in English language competency.
- Hispanic students, more often than whites, reported being distracted from their studies by worries over money, family obligations, lack of a good place to study at home, and the feeling that their parents were not interested in their education (entry 2.16).
- Almost equal percentages of white and Hispanic students made their choice of a high school program on their own. Among those students who were influenced by others, Hispanic students were more likely to seek advice from multiple sources.
- Although many Hispanic students felt that their parents' lack of interest in their education adversely affected their study habits, almost twice as many Hispanic as white students reported that they were influenced by their parents in their choice of a high school program. Hispanic students more than white students were also influenced by their friends, guidance counselors, teachers, principals, clergy, and other adults (both relatives and nonrelatives) (entry 2.17). It is of interest to note that relatively more Hispanics than whites reported that they had *no choice* of a high school program.
- When asked how important various factors were in their lives (entry 2.18), two factors were judged very important by over 80 percent of both Hispanics and whites. These were: being successful in their line of work, and finding the right person to marry and having a happy family life. Hispanic students more often than whites also placed greater importance on: providing their children with better opportunities than they had, working to correct social inequalities, being a leader in the community, and living close to their parents. White students more often than Hispanics placed importance on having strong friendships.
- Generally fewer Hispanic than white seniors participated in extracurricular activities (entry 2.19).
- When asked if they had ever heard of certain Federal programs designed to assist the educationally disadvantaged, such as Neighborhood Youth Corps, Talent Search, and Upward Bound, large percentages of both Hispanics and whites were unaware of these programs (entry 2.20). Awareness was slightly higher, however, among white students. (For information on Hispanic participation in some of these programs, see entry 3.42.)

Progress Through School

Children's relative progress through school can be measured by whether they are enrolled at or below the expected grade level for their age group. Being enrolled below grade level can result in many problems for both student and teacher. These may include: boredom with materials designed for younger students, feeling out of place, being labeled a slow learner, being blamed for disruptions, and a lack of normal social life with children of similar age.[7] Many students who are enrolled below grade level no doubt drop out of school as soon as they pass the age of compulsory attendance (16 years of age in most States), so that percentages for this older group are small. Socioeconomic variables such as family income, educational level of the parents, and language ability can all affect a child's progress through school. These and other variables are examined in this section.

At each age level there was a larger percentage of Hispanic children enrolled below grade level than white children (entry 2.21). The differences between Puerto Rican and Mexican American students in terms of enrollment below grade level were slight (entry 2.21). Among both of these subgroups in 1976, about 10 percent of the 8-to-13 year-olds and about 25 percent of the 14-to-20 year-olds were enrolled below expected grade level. Unfortunately, the sample sizes for the other Hispanic subgroups were too small to permit meaningful estimates of enrollment below expected grade level. A larger percentage of female students 8-to-20 year-olds, both Hispanic and white, were enrolled below grade level than male students (entry 2.22).

The likelihood of being enrolled below grade level was related to family size. For both Hispanic and white children, the greater the number of siblings, the greater the likelihood of being enrolled below grade level (entry 2.23). Because Hispanic families generally are larger than non-Hispanic families (entry 1.07), this is especially important. Sixteen percent of all Hispanic families consisted of six or more people, and children from families this large were more likely to be behind their age mates in school.

Hispanic children, born outside of the continental United States, were behind in school more often than those born within the continental United States (entry 2.24). Among white non-Hispanic children, place of birth was far less important.

As mentioned previously in chapter 1, four out of five Hispanics lived in households where Spanish was spoken either sometimes or usually (entry 1.11). Among Hispanic children 8-to-13 year-olds who lived in homes where a language other than English was spoken, one-tenth were enrolled below the expected grade level for their age (entry 2.25). This disadvantage increased for the 14-to-20 year-olds, where one out of four was behind in school. These findings should not be interpreted to mean that the use of a language other than English is the cause of educational disadvantage. It should be noted that about 15 percent of Hispanics 14-to-20 year-olds who lived in homes where only English was spoken were also enrolled below expected grade level.

Family income was related to progress through school. The higher the family income, the less likely that the children were behind in school (entry 2.26). Families below the poverty line, which included approximately 21 percent of Hispanic families in 1977,[8] were more likely to have children enrolled below grade level than were families living above the poverty line.

Parental education was also related to a child's progress through school. Because the educational attainment of Hispanic adults was lower than that of the total population, it followed that the progress of Hispanic children through school might be

[7]U.S. Commission on Civil Rights, *Social Indicators of Equality for Minorities and Women*, August 1978.

[8]U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978*, Current Population Reports, Series P-20, No. 339, 1979.

slower. The higher the educational level of the parents, the less likely that the child was behind in school. Children whose parents were not high school graduates were nearly twice as likely to fall behind in school as children whose parents were college graduates (entry 2.27). As discussed in chapter 3, Hispanic participation rates in postsecondary education were appreciably lower than those for whites. This situation is likely to continue so long as parity is not achieved in the progress of Hispanics and whites through elementary and secondary school.

Progress through school appeared to be associated with the structure of a child's family (entry 2.28). Children from single parent families were more likely to be below expected grade level compared to children from intact families.

High School Noncompletion

Withdrawing from high school prior to graduation can have lifelong effects on one's social and economic well being. It is an act that can seriously limit one's employment opportunities and earning potential. The extent to which Hispanics and whites withdraw from high school (noncompletion) and the sociological and demographic factors associated with such withdrawal are discussed in this section.

Hispanics aged 14 to 19 were twice as likely not to have completed high school as whites in the same age bracket (entry 2.29). From 1972 through 1978 the attrition rate for whites remained remarkably constant at about 8 percent while that for Hispanics varied between 15 and 19 percent. (It is possible that this variation is due to sampling error.) Examination of the 1978 data (entry 2.30) show that the disparity between whites and Hispanics in this regard become more pronounced with increasing age. The percent of noncompleters increases steadily with age, jumping sharply between ages 16 (the last year of compulsory education) and 18. The figures for whites tend to level off while those for Hispanics continue to rise gradually. Nearly 40 percent of the Hispanic population between the ages of 18 and 24 left high school without receiving a diploma compared with about 14 percent of the white population. Sex differences in noncompletion rates are slight for both whites and Hispanics.

Puerto Ricans and Mexican Americans had noncompletion rates that were considerably higher than those of the other Hispanic subgroups (entry 2.31). When place of birth was taken into account (entry 2.32), approximately *half* of the Puerto Rican and Mexican American population aged 14 to 30 who were not born on the U.S. mainland did not complete high school. Of those born on the U.S. mainland, less than 20 percent did not complete high school.

Language background appears to be related to one's dropping out of high school (entry 2.33). Hispanics age 14 to 30 with a non-English language background dropped out of school 2½ times more than whites with a non-English background. On the other hand, Hispanics who were brought up in homes where only English was spoken had participation rates in school similar to whites with a mono-English background. Again, this cannot be interpreted to mean that background in a language other than English causes high noncompletion rates; rather a non-English background may be related to degree of assimilation, facility in English, or to socioeconomic conditions which may impact on the likelihood of completing school.

There is a relationship between the financial status of one's family and the likelihood that one will complete high school (entry 2.34). As the financial resources of the family increase, the percent of people completing school increases. This was true for both white and Hispanic families, although at all levels, Hispanics were two to three times more likely than whites not to have graduated from school.

Place of residence appears to have a slight influence on high school completion rates. People in the non-central city area of a Standard Metropolitan Statistical Area (SMSA) were more likely to have graduated than those residing within

the central city, and people in both sections of the SMSA were more likely to have completed school than those living in non-metropolitan areas. This was true for both Hispanics and whites (entry 2.35).

Individuals who have not completed high school sometimes obtain a high school equivalency certificate by passing the General Education Development (GED) Test. Information was not available concerning the extent to which Hispanics followed this route. It was ascertained that in 1977 a total of 25,000 individuals completed the Spanish version of the GED test.[9] One can assume that virtually all of those taking the Spanish version were Hispanics. However, it is not known how many Hispanics took the English version nor is it known how many Hispanics completed the test successfully.

Employees in Elementary and Secondary Schools

The extent of Hispanic representation among employees in elementary and secondary education is the subject of this short section. While there is no evidence to indicate that majority teachers are unable to teach minority children, it has been found that majority teachers sometimes hold negative attitudes toward minority children and that teachers' expectations can affect student achievement.[10] In addition, teachers and other staff members within a school may provide role models for their students. The kinds of positions held by Hispanics, whether teacher, administrator, or service worker, might well influence the Hispanic students' educational and occupational aspirations.

Data from the 1976 Equal Employment Opportunity Commission Survey (entry 2.36) revealed that Hispanics comprised only 3 percent of the total number of employees in public elementary and secondary schools. The percentage breakdown by employment categories (entry 2.37) was: 34.6 percent teachers, 19.4 percent teacher aides, and 30.6 percent service workers. Only 1.7 percent were in administrative positions and only 4.7 percent were non-teaching professionals, such as guidance counselors, psychologists, etc.

The percent of Hispanic employees in California and Texas, the two States with the largest Hispanic enrollment in elementary and secondary schools, although higher than the National average was still not reflective of the proportion of Hispanic students in the schools (entry 2.37). New Mexico had the highest percent of Hispanic employees (34.8 percent).

Elementary and Secondary Education in Puerto Rico

Substantial numbers of school-age children in Puerto Rico were not enrolled in school in 1978. During the 1977-78 academic year, there were 800,000 children enrolled in elementary and secondary schools in Puerto Rico. Included in this total are 74 percent of the population aged 6 to 12, 78 percent of the population aged 13 to 15, but only 58 percent of the population aged 16 to 18. Of the 800,000 students, 10 percent were enrolled in private schools.

The school system on the island is divided into six regions, with 100 school districts, and approximately 1,800 schools. More than 37 percent of the elementary school teachers did not hold bachelor's degrees, and more than 9 percent of the high school teachers had not completed college. In recent years, the Puerto Rican Department of Education established the Institute of Educational Sciences to train teachers and other school personnel. So far, over 13,000 people have been trained at the Institute. As the quality of the teaching in the schools improves, there is hope for improvement in the achievement of children in the schools.

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[9]The General Educational Development Testing Service of the American Council on Education, *The GED Statistical Report, 1977.*

[10]U.S. Department of Health, Education, and Welfare, National Institute for Education, *Minority Students: A Research Appraisal,* March 1977.

Many of the school buildings on the island are in very poor condition. As of 1979, it was estimated that over 60 percent were in need of permanent improvements, and there was also a critical shortage of classroom space.[11] Obviously, this provides a poor atmosphere for learning. A comparison of the per pupil expenditures for Puerto Rico and the 50 States and the District of Columbia (entry 2.38) shows that Puerto Rico only spends 3.1 percent on plant operation and maintenance services compared to the national average of 11.6 percent. It should be noted, however, that the percentage of total educational expenditures spent for instruction was much higher for Puerto Rico than the national average (82.2 percent versus 66.5 percent).

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[11] All of the above information is from Commonwealth of Puerto Rico, Department of Education, *Statistical Information of Puerto Rico*, 1979.

Table 2.01.–Hispanic and white enrollment in public elementary and secondary schools, by State: 1976

(Numbers in thousands)

State	Total enrollment	White	Hispanic		Percentage distribution of all Hispanic elementary secondary students
			Number	Percent of total	
United States	43,714	33,229	2,807	6	100
Alabama	758	499	*	**	**
Alaska	89	66	1	1	**
Arizona	492	337	102	21	4
Arkansas	455	350	1	**	**
California	4,314	2,806	852	20	30
Colorado	562	448	81	14	3
Connecticut	613	519	29	5	1
Delaware	122	92	2	1	**
District of Columbia	125	4	1	1	**
Florida	1,537	1,077	99	6	4
Georgia	1,069	692	2	**	**
Hawaii	174	36	11	6	**
Idaho	198	186	6	3	**
Illinois	2,211	1,648	105	5	4
Indiana	1,150	1,019	15	1	1
Iowa	599	580	4	1	**
Kansas	454	406	11	2	**
Kentucky	690	620	3	*	**
Louisiana	834	484	6	1	**
Maine	238	236	*	*	**
Maryland	862	602	6	1	**
Massachusetts	1,062	980	22	2	1
Michigan	2,011	1,643	31	2	1
Minnesota	858	823	5	1	**
Mississippi	498	254	*	**	**
Missouri	905	788	3	**	**
Montana	178	162	2	1	**
Nebraska	308	285	6	2	**
Nevada	141	117	6	4	**
New Hampshire	172	170	*	**	**
New Jersey	1,402	1,058	91	6	3
New Mexico	278	130	118	42	4
New York	3,270	2,299	352	11	13
North Carolina	1,175	806	1	**	**
North Dakota	127	119	1	1	**
Ohio	2,189	1,883	24	1	1
Oklahoma	590	461	8	1	**
Oregon	471	440	9	2	**
Pennsylvania	2,152	1,842	26	1	1
Rhode Island	168	157	2	1	**
South Carolina	640	373	1	**	**
South Dakota	146	134	1	1	**
Tennessee	874	682	1	**	**
Texas	2,827	1,674	706	25	25
Utah	312	291	12	4	**
Vermont	103	102	*	**	**
Virginia	1,097	814	5	**	**
Washington	777	698	20	3	1
West Virginia	406	388	*	**	**
Wisconsin	940	865	11	1	**
Wyoming	90	81	5	5	**

*Indicates less than 500 persons.

**Indicates less than .5 percent.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, *State and National Summaries of Data Collected by the 1976 Elementary and Secondary Schools Civil Rights Survey*, 1978.

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Chart 2.01.–Geographical distribution of Hispanic elementary and secondary students

Ninety percent of Hispanic public elementary and secondary students were located in nine states.

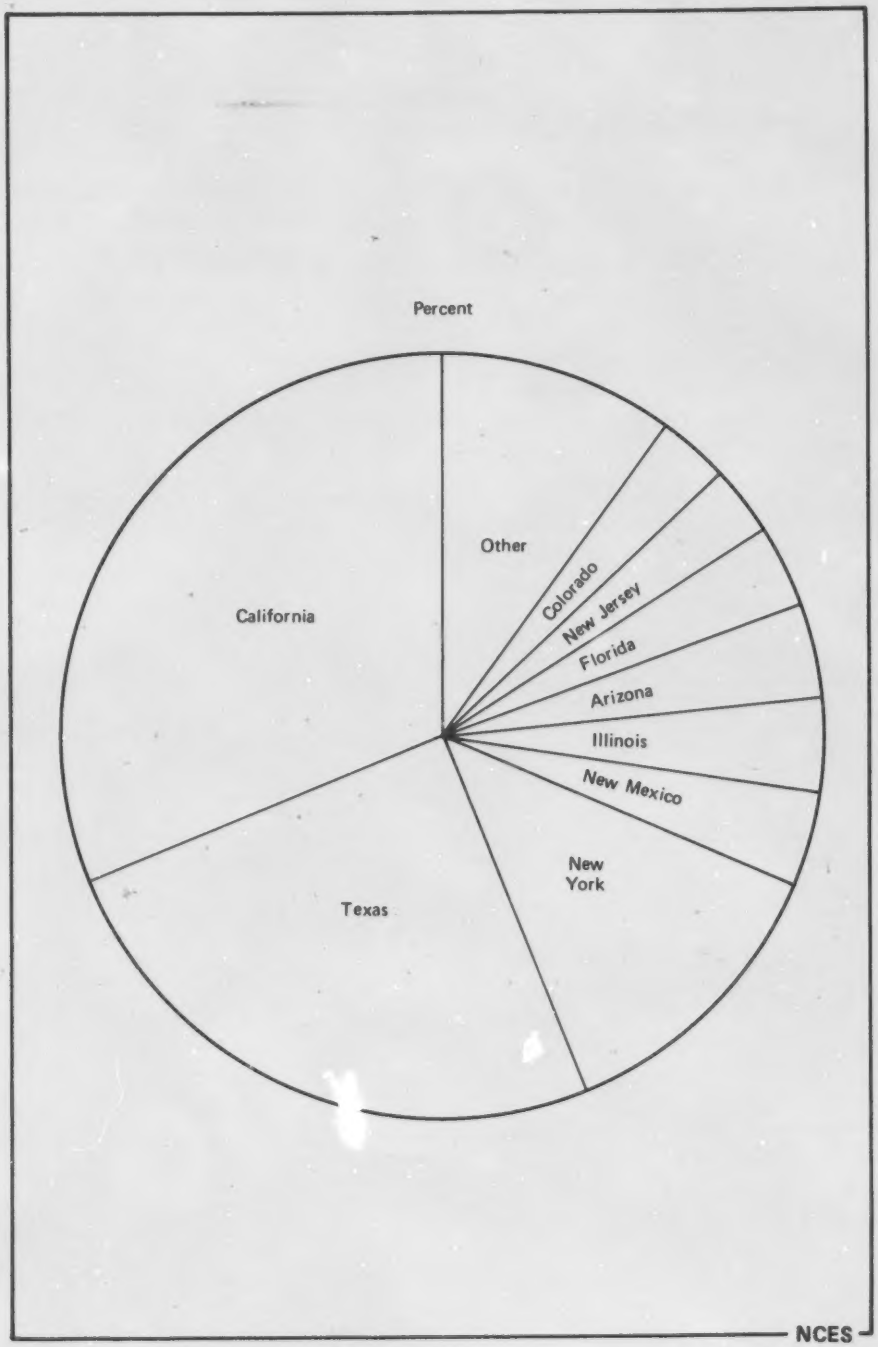


Table 2.02.–Percentage distribution of all Hispanic elementary and secondary students, by subgroup: Spring 1976

Hispanic subgroup	Number of students (000s)	Percentage
Total Hispanic	3,025	100
Mexican American	1,901	63
Puerto Rican	446	15
Cuban	164	5
Central and South American	166	5
Other Hispanic	347	11

NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Survey of Income and Education*, spring 1976, special tabulations.

Chart 2.02.–Distribution of Hispanic elementary and secondary students, by subgroups

Mexican-Americans comprised two-thirds of the Hispanic students in elementary and secondary schools.

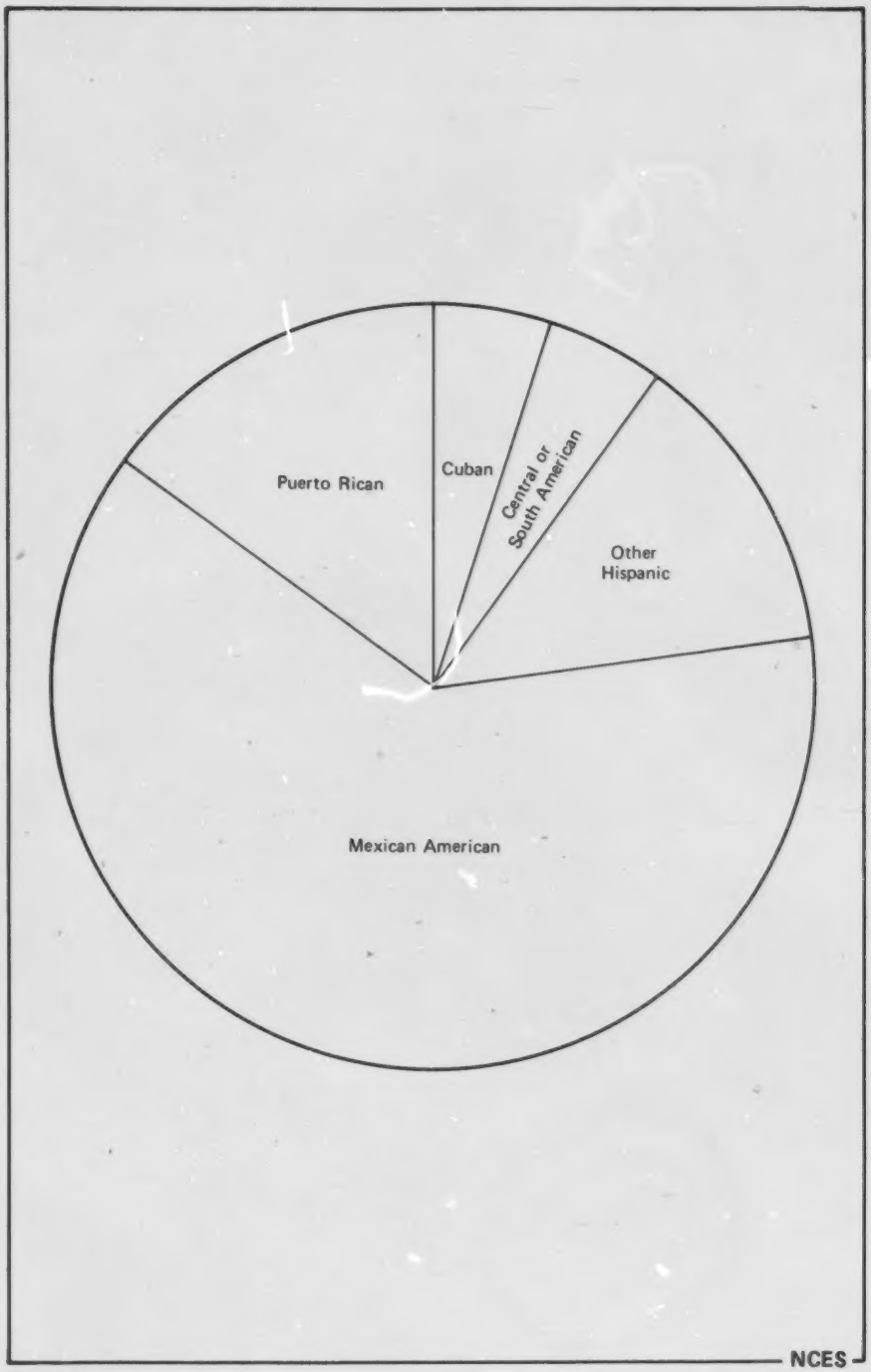


Table 2.03.--Percent of Hispanic and white elementary and secondary students enrolled in private schools, by level: 1972–1978

Level and year	Hispanic		White	
	Number (000s)	Percent	Number (000s)	Percent
Nursery school				
1972	61	30	1,079	74
1974	85	56	1,340	78
1976	68	44	1,246	75
1978	87	45	1,456	76
Kindergarten				
1972	241	6	2,633	17
1974	225	8	2,745	17
1976	262	8	2,881	16
1978	231	14	2,452	18
Elementary				
1972	1,879	9	27,185	12
1974	2,040	13	26,051	11
1976	1,934	9	24,776	11
1978	1,893	10	23,524	13
High school				
1972	834	6	12,959	8
1974	916	6	13,073	8
1976	932	7	13,214	8
1978	868	5	12,897	9

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students: October 1978*, Current Population Reports, Series P-20, No. 346, 1979.

Chart 2.03.–Enrollment in private schools

At the nursery school level, a much larger percentage of white than Hispanic students attended private schools.

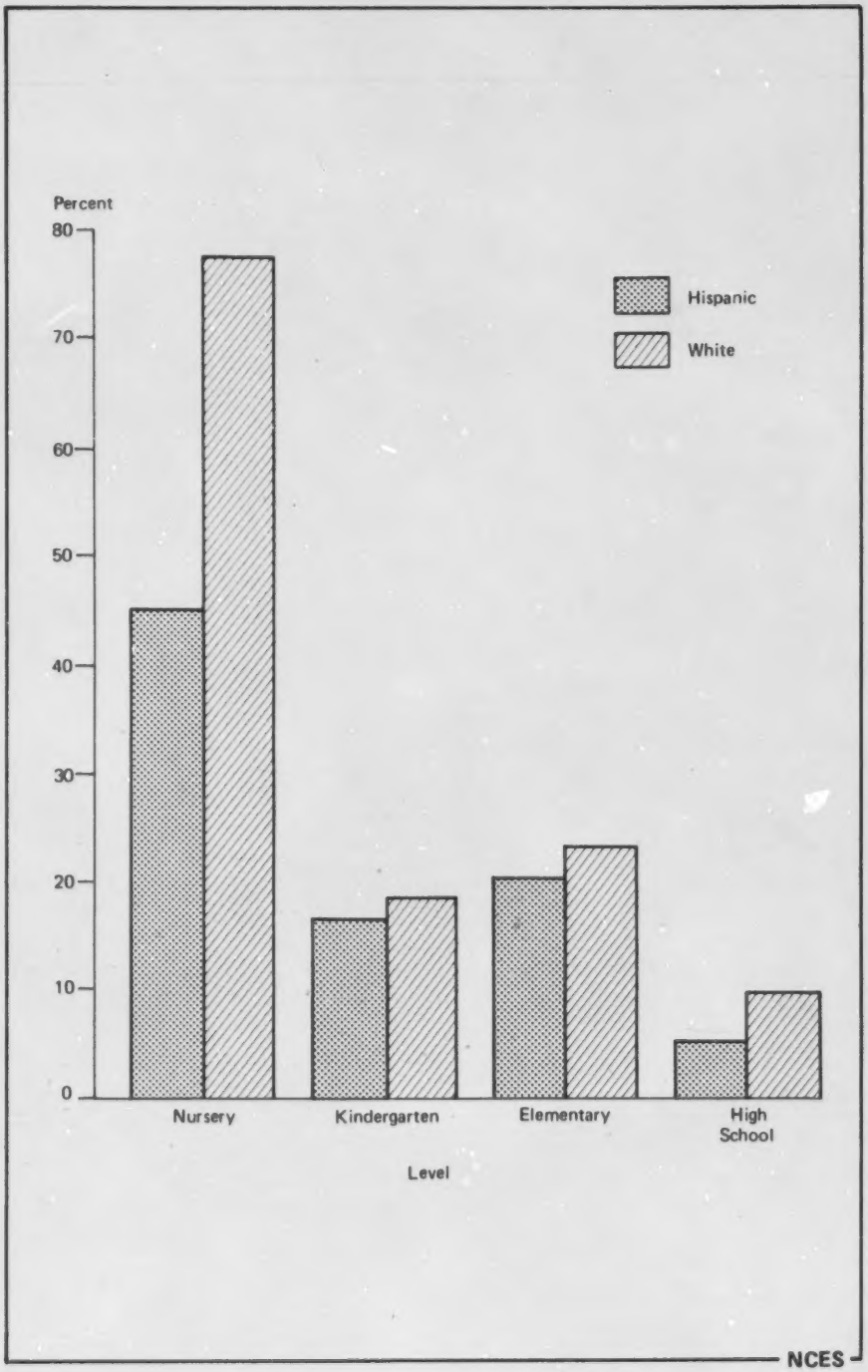


Table 2.04.–Percent of Hispanic and white, non-Hispanic students enrolled in Catholic elementary and secondary schools, by level: 1970 and 1978

Level	1970			1978		
	Total enrollment (000s)	Percent		Total enrollment (000s)	Percent	
		Hispanic	White, non-Hispanic		Hispanic	White, non-Hispanic
All elementary and secondary . .	4,364	5.0	89.2	3,218	7.6	82.9
Elementary	3,355	5.3	88.6	2,365	8.1	81.6
Secondary.	1,008	3.8	91.8	853	6.2	86.4

NOTE.–Details may not add to totals because of rounding.
SOURCE: National Catholic Educational Association, *Catholic Schools in America*, (1979 edition).

Chart 2.04.–Enrollment in Catholic schools

While the overall enrollment in Catholic elementary and secondary schools declined about 25 percent since 1970, Hispanic enrollment increased from 5 to almost 8 percent of the total enrollment.

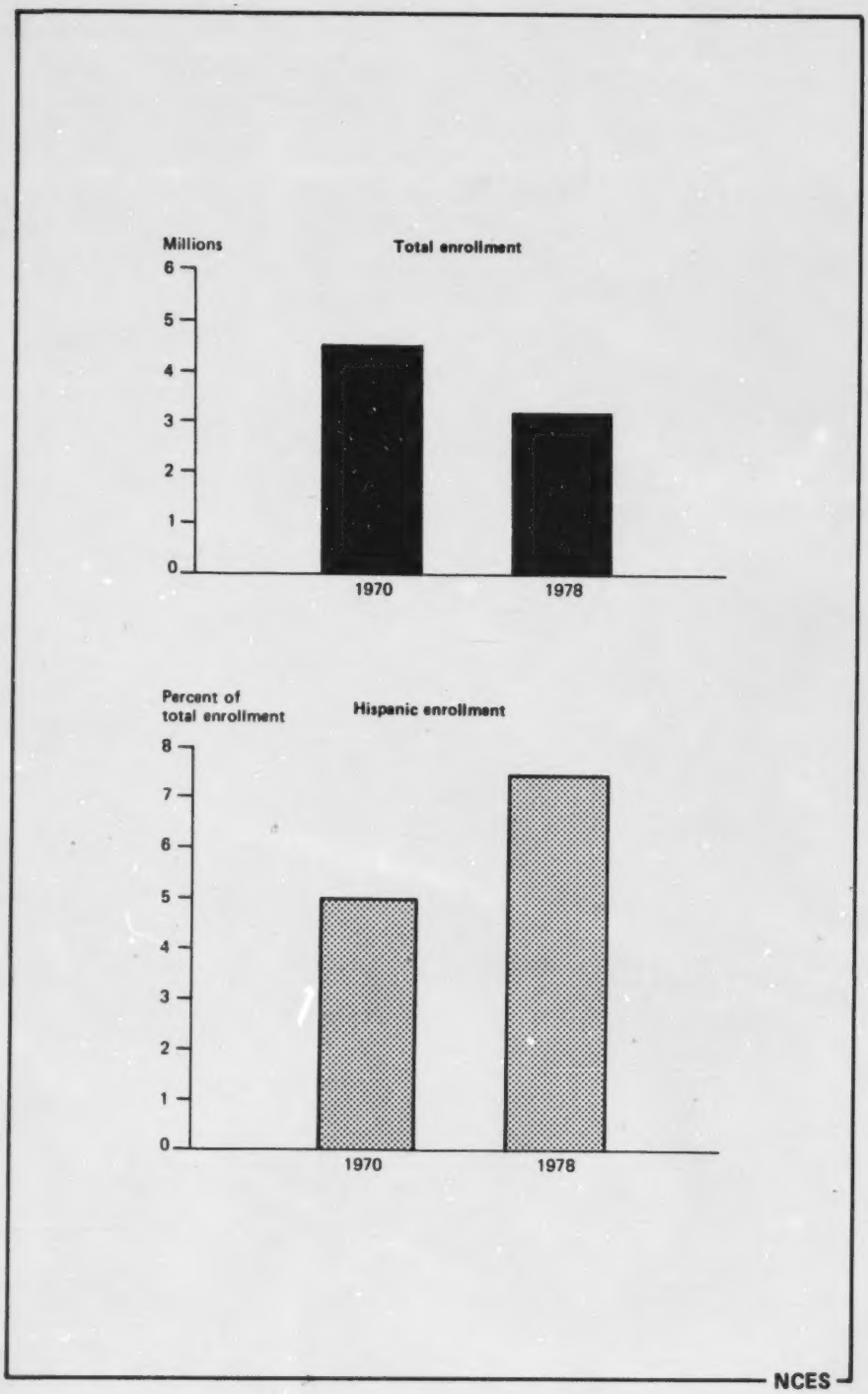


Table 2.05.–Number and percent of Hispanic students attending public schools in selected school districts,[1] by minority[2] composition of school: 1970–1976

Geographic area	Number of Hispanic students (000s)	Percent of Hispanic students attending:		
		Schools with 0–49% minority students	Schools with 50–89% minority students	Schools with 90–100% minority students
United States:				
1970	1,563,647	34.6	35.2	30.2
1972	1,671,011	34.1	35.7	30.3
1974	1,747,658	32.2	36.6	31.1
1976	1,903,811	28.7	38.6	32.6
Northeast:				
1970	376,287	15.2	34.0	50.8
1972	400,681	16.4	32.3	51.2
1974	383,957	15.3	29.8	54.9
1976	440,941	14.4	31.7	53.9
Border States and D.C.				
1970	9,072	89.2	7.6	3.2
1972	11,029	85.7	10.8	3.5
1974	13,693	78.1	16.8	5.1
1976	15,326	75.8	18.4	5.9
South:				
1970	469,326	27.7	35.5	36.7
1972	514,144	28.4	35.6	36.0
1974	560,209	28.5	37.1	34.4
1976	598,382	26.5	38.0	35.5
Midwest:				
1970	103,901	48.1	40.8	11.2
1972	114,166	47.6	37.8	14.6
1974	122,808	44.3	35.2	20.5
1976	129,000	39.6	36.7	23.7
West:				
1970	605,061	48.9	35.1	16.0
1972	630,991	46.6	37.9	15.5
1974	666,991	42.0	40.8	17.2
1976	720,162	36.4	44.2	19.4

[1] For purposes of comparison, analysis was restricted to the 1,910 school districts which were included in all four surveys. The selected districts include approximately 67 percent of all Hispanic students enrolled in public schools in the United States in 1976.

[2] Minority students include all students other than white, non-Hispanic.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, *Distribution of Students by Racial/Ethnic Composition of Schools 1970-1976,* August 1978.

Chart 2.05.–Hispanic enrollment at schools with 90–100 percent minority students

Segregation of Hispanic students was highest in the Northeast, but was increasing faster in the Midwest.

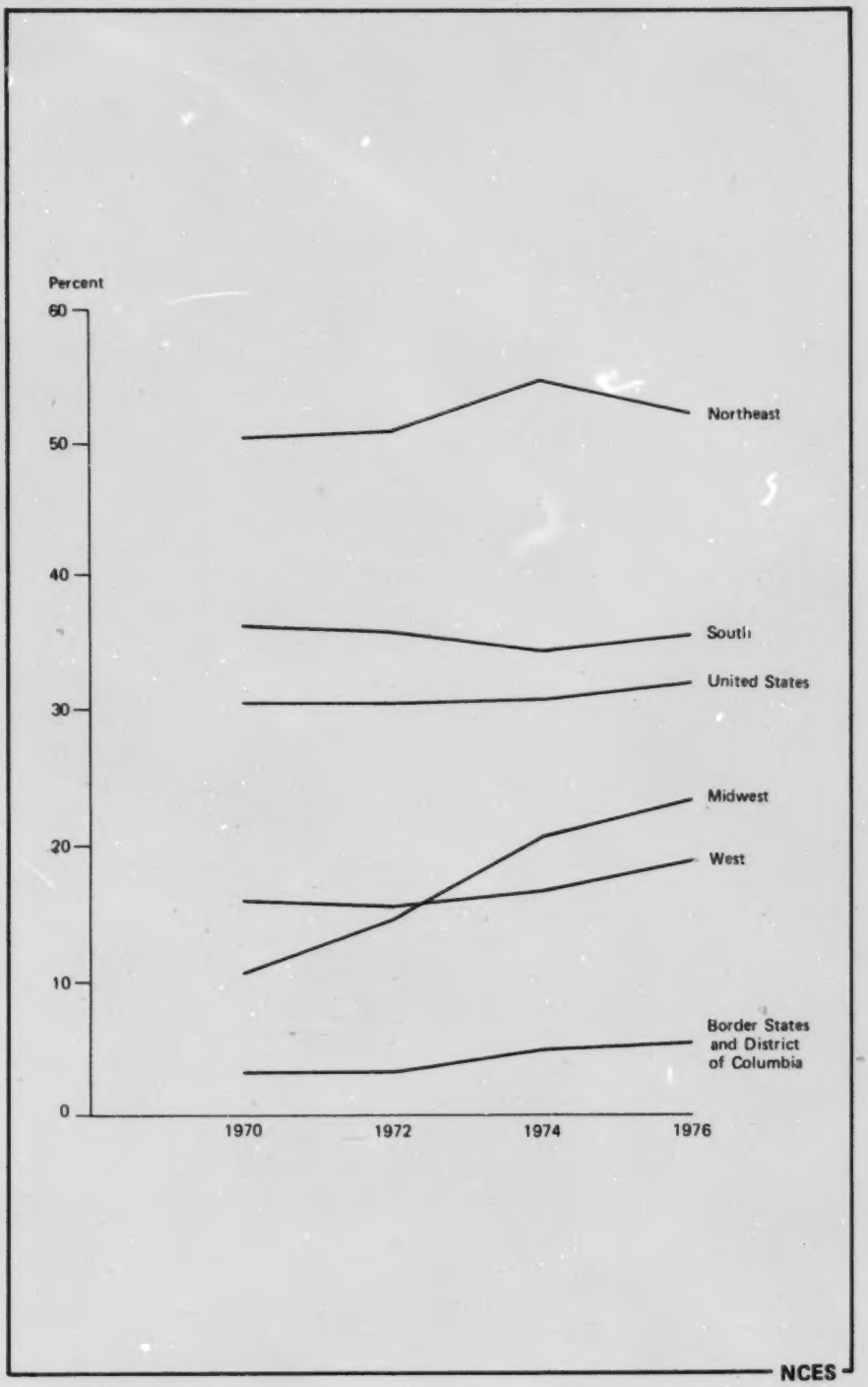


Table 2.06.–Number of Hispanic and white children aged 3–6 enrolled in preprimary programs and percent attending full day, by sex: 1972–1977

Sex	Hispanic		White[1]	
	Number (000s)	Percent	Number (000s)	Percent
Both sexes				
1972	302	28.3	3,712	16.9
1973	239	31.0	3,671	18.1
1974	310	38.9	4,086	19.5
1975	320	35.7	4,277	21.7
1976	331	41.1	4,127	20.0
1977	295	36.3	3,925	24.0
Male				
1972	156	29.9	1,889	16.0
1973	131	36.7	1,919	18.9
1974	154	45.0	2,085	20.1
1975	163	41.2	2,201	22.0
1976	186	38.7	2,139	19.8
1977	154	32.5	2,026	24.0
Female				
1972	146	26.5	1,824	17.7
1973	109	24.2	1,752	17.3
1974	156	32.9	2,001	18.8
1975	157	30.0	2,077	21.5
1976	145	44.3	1,988	20.3
1977	141	40.5	1,899	24.0

[1]Includes Hispanics who are white.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students: October 1972—October 1977,* Current Population Reports, Series P-20.

Chart 2.06.–Full day attendance in preprimary programs

Among children enrolled in preprimary programs, Hispanics were more likely than whites to be attending full day.

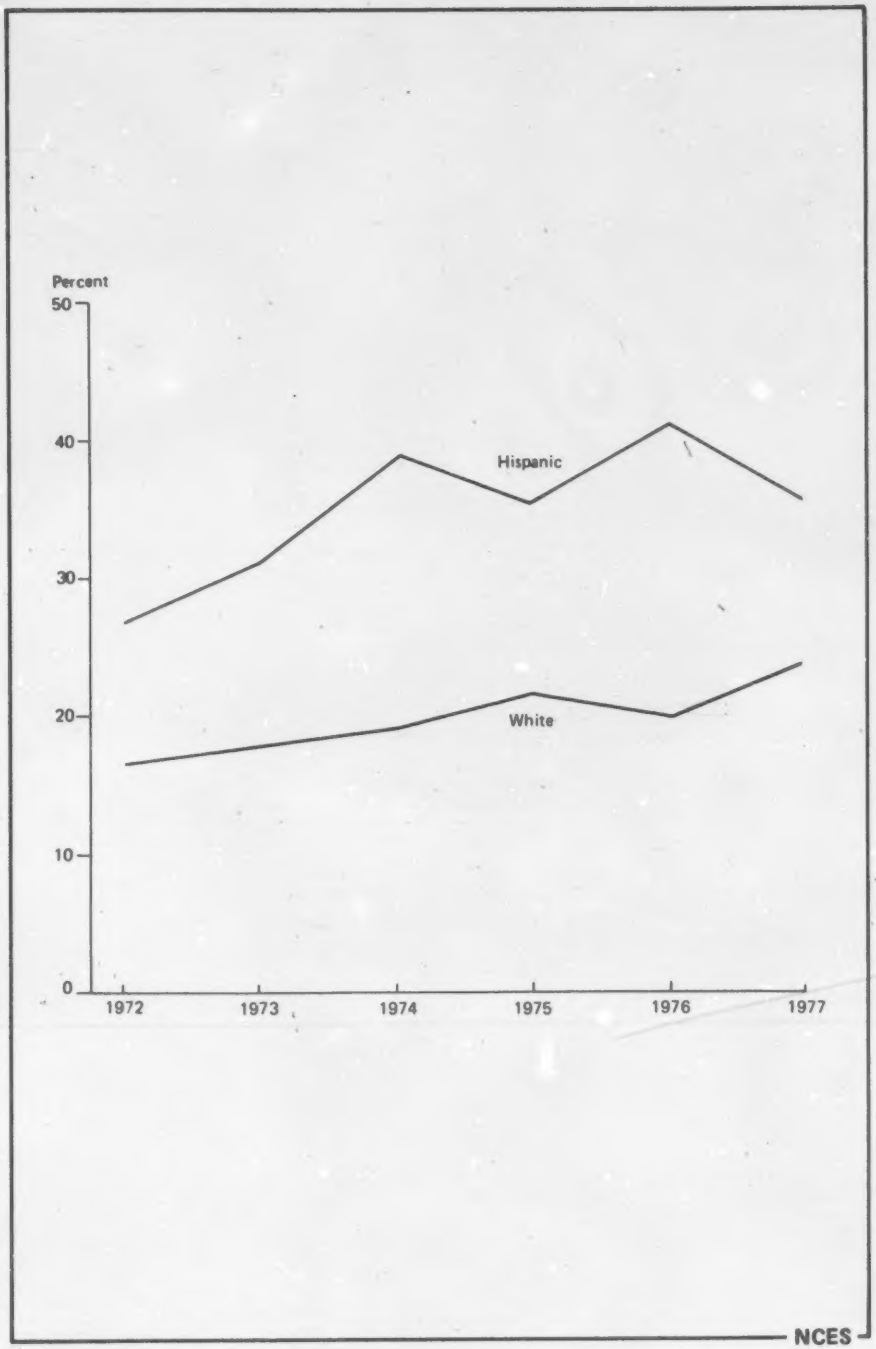


Table 2.07.–Enrollment in the Migrant Student Record Transfer System (MSRTS) preschool through high school, by State or other area: School year 1978–1979

State or other area	Cumulative enrollment[1]
United States	685,620
Alabama	2,401
Alaska	29
Arizona	14,425
Arkansas	19,466
California	115,192
Colorado	9,898
Connecticut	4,346
Delaware	2,296
District of Columbia	0
Florida	52,599
Georgia	6,151
Hawaii	0
Idaho	9,083
Illinois	3,495
Indiana	6,398
Iowa	534
Kansas	2,331
Kentucky	10,038
Louisiana	12,562
Maine	9,900
Maryland	1,782
Massachusetts	16,678
Michigan	22,780
Minnesota	5,229
Mississippi	8,309
Missouri	4,397
Montana	1,421
Nebraska	1,315
Nevada	667
New Hampshire	0
New Jersey	13,227
New Mexico	6,560
New York	13,629
North Carolina	16,024
North Dakota	2,336
Ohio	11,265
Oklahoma	4,475
Oregon	12,525
Pennsylvania	7,315
Rhode Island	0
South Carolina	1,969
South Dakota	129
Tennessee	722
Texas	222,645
Utah	1,142
Vermont	690
Virginia	1,499
Washington	20,892
West Virginia	354
Wisconsin	3,629
Wyoming	871
Outlying area	
Puerto Rico	19,298

[1] Many enrollments are duplicated as children move from school to school; therefore this is a count of enrollments, not students in the system.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, Division of Education for the Disadvantaged, unpublished tabulations, 1979.

Highlight of Table 2.07

Migrant Student Record Transfer System

•In school year 1978–79, there were over 700,000 enrollments, with Texas and California accounting for almost half.

Table 2.08.–Participation in bilingual education programs funded by Title VII, ESEA, in school districts which offer only the Spanish language, by State: 1978

State or other area[1]	Pupil participation[2]	Funding (In thousands)
United States	187,711	$56,690
Arizona	9,320	2,100
California	45,758	17,000
Colorado	6,411	1,763
Connecticut	2,157	982
Delaware	397	200
Florida	2,874	1,002
Georgia	110	95
Idaho	2,000	343
Illinois	748	421
Indiana	350	230
Kansas	223	110
Louisiana	1,724	636
Massachusetts	660	438
Michigan	4,976	1,371
Minnesota	811	210
Missouri	305	130
New Jersey	7,246	2,684
New Mexico	4,136	1,643
New York	22,084	8,467
Ohio	1,944	530
Oklahoma	340	85
Oregon	579	365
Pennsylvania	1,501	372
Rhode Island	200	83
South Dakota	25	54
Texas	65,302	12,097
Utah	1,297	377
Washington	2,055	796
Wisconsin	1,927	389
Wyoming	276	169
Outlying areas	2,639	779
Puerto Rico	1,162	539
Virgin Islands	1,477	240

[1] The following States had school districts with one or more "mixed" programs, serving Spanish-speaking students as well as other language groups: Alaska, Arizona, California, Colorado, District of Columbia, Florida, Illinois, Maryland, Massachusetts, Minnesota, New Mexico, New York, North Carolina, Oregon, Pennsylvania, Rhode Island, Tennessee, Virginia, Washington.

[2] Includes pupils with non-English language backgrounds and mono-English backgrounds.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, Office of Bilingual Education, Guide to Title VII, ESEA Bilingual Bicultural Programs, 1978.

Highlight of Table 2.08

•Thirty-four States, and Puerto Rico and the Virgin Islands had local school districts which operated bilingual programs offering Spanish.

Table 2.09.–Percentages of Hispanic elementary and secondary students with limited English-speaking skills who were enrolled in English as a second language or bilingual education programs, by State: 1976

State	Hispanic		State	Hispanic	
	Number identified as LES/NES[1]	Percent served		Number identified as LES/NES[1]	Percent served
United States	765,747	49	Missouri	282	2
			Montana	50	4
Alabama	90	23	Nebraska	863	10
Alaska	80	60	Nevada	648	53
Arizona	20,172	40	New Hampshire	90	30
Arkansas	95	6	New Jersey	42,669	47
California	161,676	62	New Mexico	24,827	39
Colorado	4,580	46	New York	136,252	53
Connecticut	9,800	63	North Carolina	189	4
Delaware	632	41	North Dakota	78	17
District of Columbia	673	66	Ohio	2,726	33
Florida	24,926	63	Oklahoma	1,617	30
Georgia	530	25	Oregon	2,186	28
Hawaii	0	0	Pennsylvania	6,256	41
Idaho	1,785	22	Rhode Island	1,120	68
Illinois	8,609	58	South Carolina	118	14
Indiana	3,362	25	South Dakota	126	4
Iowa	447	36	Tennessee	108	20
Kansas	1,144	33	Texas	273,880	40
Kentucky	67	34	Utah	1,098	14
Louisiana	2,540	32	Vermont	3	0
Maine	35	3	Virginia	2,291	32
Maryland	905	86	Washington	4,511	36
Massachusetts	11,769	53	West Virginia	24	13
Michigan	6,222	36	Wisconsin	3,568	28
Minnesota	490	23	Wyoming	488	20
Mississippi	41	24			

[1]Students identified by teachers as being limited English speaking or non-English speaking.

SOURCE: U.S. Department of Health, Education, and Office for Civil Rights, *State and National Summaries of Data Collected by the 1976 Elementary and Secondary Schools Civil Rights Survey*, 1978.

Chart 2.09.–Meeting the needs of Hispanic children with limited English speaking skills

In those states where the need was greatest, only one-third to two-thirds of the Hispanic children were being served.

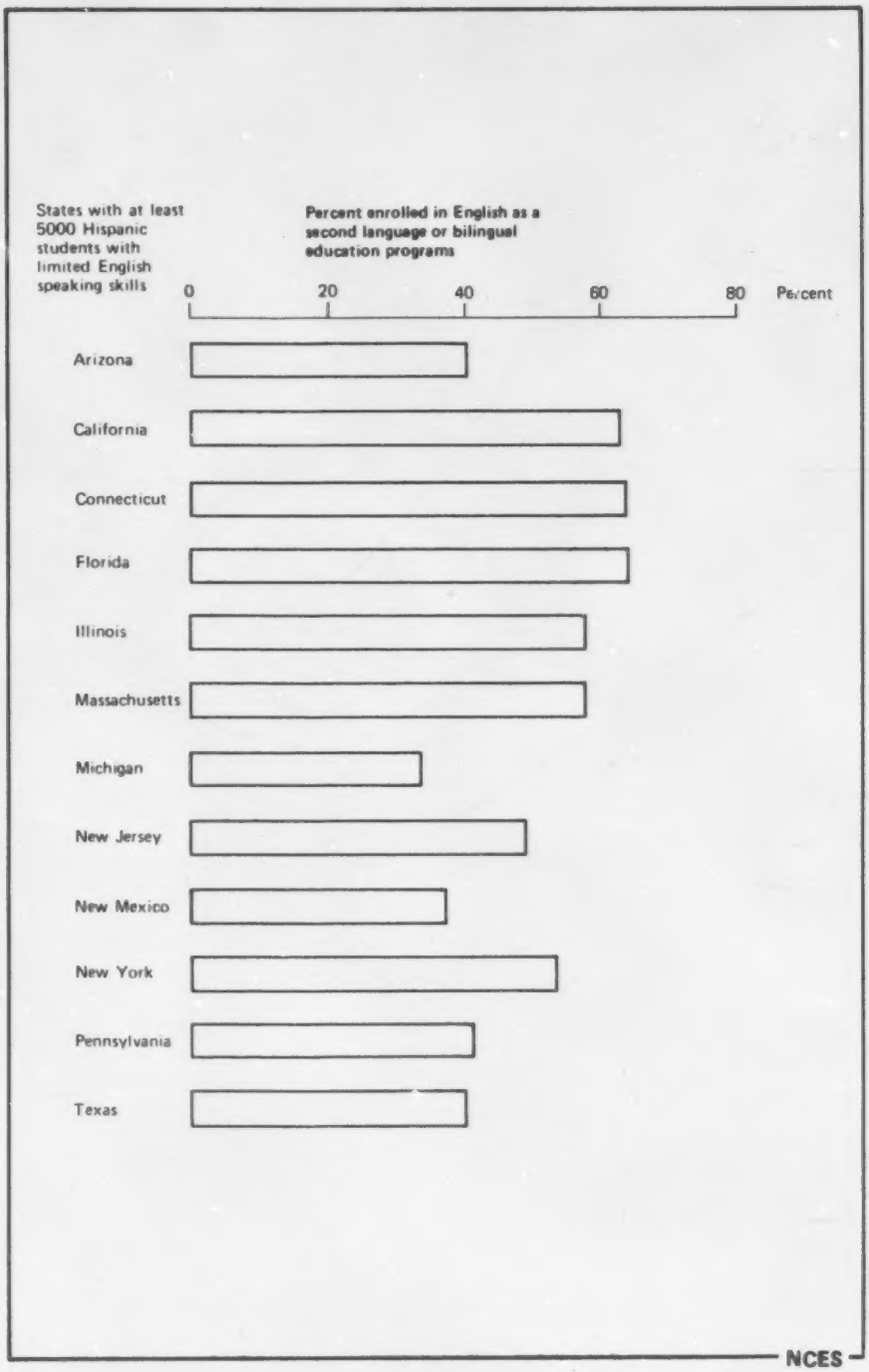


Table 2.10.–Percent of Hispanic and white public elementary and secondary students enrolled in vocational education programs, by State: 1976

State	Hispanic		White
	Enrollment	Percent in vocational education	Percent in vocational education
United States	2,807,452	10.4	10.8
Alabama	416	3.6	13.1
Alaska	867	22.9	21.8
Arizona	101,883	8.0	9.0
Arkansas	783	8.0	14.3
California	851,884	15.1	14.7
Colorado	81,308	9.3	10.6
Connecticut	29,014	10.0	12.3
Delaware	1,576	22.3	35.4
District of Columbia	962	0.1	0.3
Florida	99,163	21.6	25.1
Georgia	2,013	8.2	12.8
Hawaii	10,929	21.0	12.2
Idaho	6,484	9.8	14.1
Illinois	105,183	4.3	19.8
Indiana	15,093	10.7	7.0
Iowa	3,639	2.4	8.0
Kansas	10,630	5.2	7.1
Kentucky	3,079	3.7	10.1
Louisiana	6,451	7.1	17.0
Maine	255	3.9	3.9
Maryland	6,018	5.0	8.2
Massachusetts	22,289	2.5	3.6
Michigan	30,688	4.7	6.8
Minnesota	4,820	5.9	10.0
Mississippi	479	4.8	10.3
Missouri	2,986	3.7	8.3
Montana	1,660	9.0	13.2
Nebraska	5,559	9.5	12.5
Nevada	5,840	16.3	13.3
New Hampshire	410	1.2	7.2
New Jersey	90,743	3.4	4.3
New Mexico	118,135	14.9	12.6
New York	352,421	5.2	4.3
North Carolina	1,439	8.0	16.9
North Dakota	635	16.7	16.0
Ohio	23,531	9.3	7.3
Oklahoma	8,433	5.1	8.3
Oregon	8,581	7.1	8.7
Pennsylvania	26,355	2.2	7.1
Rhode Island	2,072	3.0	7.2
South Carolina	590	6.4	12.5
South Dakota	1,386	14.1	9.3
Tennessee	833	5.5	13.6
Texas	706,181	8.4	11.6
Utah	12,031	10.7	11.5
Vermont	91	4.4	6.7
Virginia	4,904	10.7	15.1
Washington	19,969	10.4	13.7
West Virginia	410	5.9	10.6
Wisconsin	11,454	4.7	9.3
Wyoming	4,897	19.0	18.9

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, *State and National Summaries of Participation in Vocational Education by Race/Ethnicity*, 1976.

Highlight of Table 2.10

•In 38 States a higher percentage of white than of Hispanic students were enrolled in vocational education.

Table 2.11.–Percent of Hispanic and white high school seniors, by program: 1972

High school program	Hispanic	White, non-Hispanic
Total, all programs	100.0	100.0
General	40.6	32.1
Academic or college preparatory	29.3	45.4
Vocational or technical	30.1	22.5

SOURCE: Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education, 1975.

Chart 2.11.–High school programs

Hispanic high school seniors were less likely to be enrolled in college preparatory programs than white high school seniors.

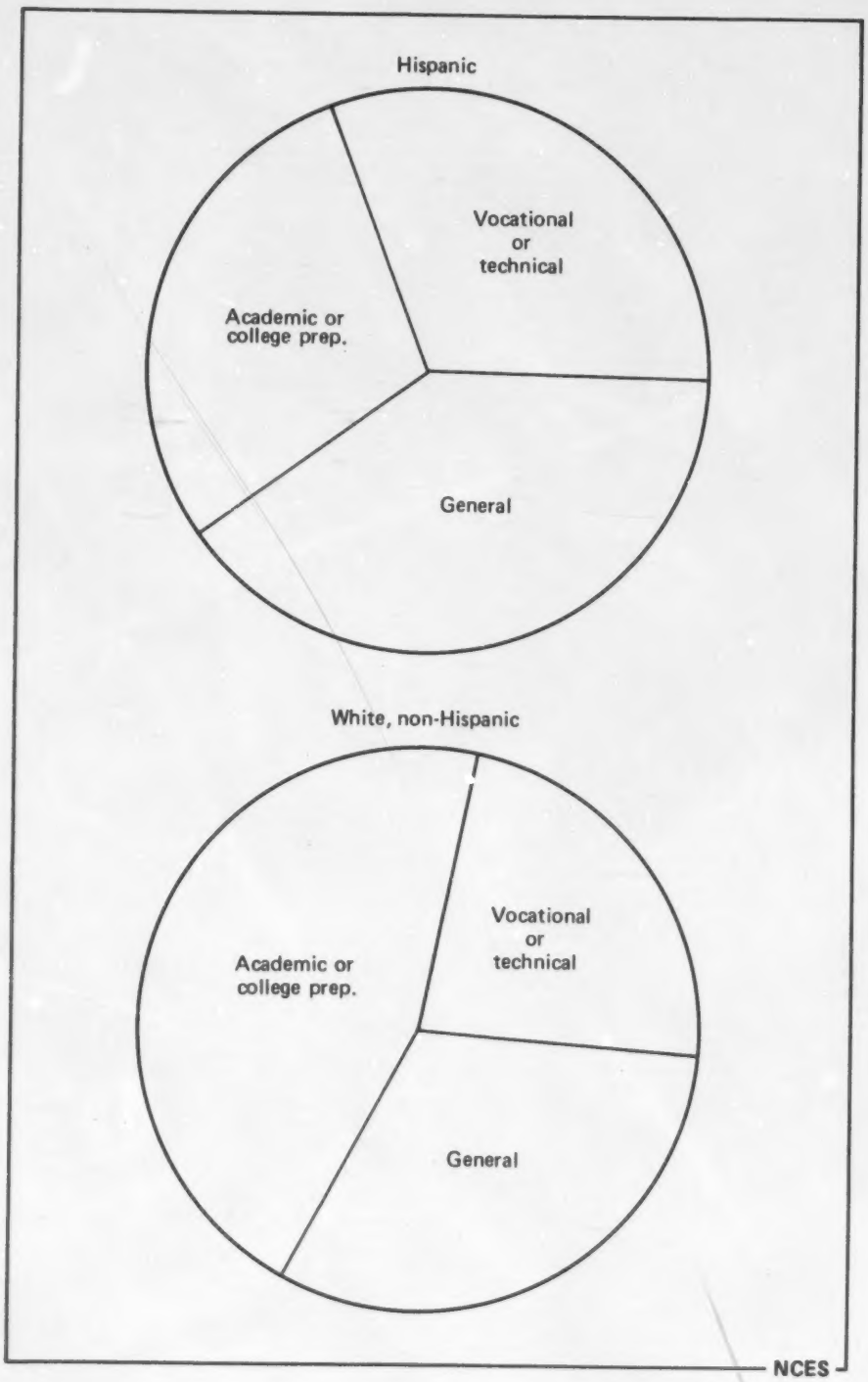


Table 2.12.–Percent of Hispanic and white public elementary and secondary students in special education programs, by type of program and by State: 1976

State	Percent of enrollment											
	Total enrollment		Total[1] handicapped		Educable mentally retarded		Trainable mentally retarded		Learning disabled		Gifted and talented	
	Hispanic	White	Hispanic	White	Hispanic	White	Hispanic	White	Hispanic	White	Hispanic	White
United States	6	76	6	71	5	56	7	64	7	77	3	86
Alabama	0	66	0	49	0	38	0	42	0	79	0	80
Alaska	1	74	1	59	1	42	0	66	1	57	1	79
Arizona	21	69	20	63	28	48	25	64	18	64	8	86
Arkansas	0	77	0	62	0	44	0	63	0	83	3	56
California	20	65	17	69	20	58	21	61	14	76	5	85
Colorado	14	80	18	74	25	62	13	80	17	76	23	74
Connecticut	5	85	6	78	13	57	8	78	5	82	1	94
Delaware	1	76	1	69	22	41	1	65	1	73	1	75
District of Columbia	1	4	1	3	0	1	1	2	1	4	0	0
Florida	6	70	5	57	3	30	7	55	7	66	2	93
Georgia	0	65	0	54	0	31	0	51	0	73	0	90
Hawaii	6	20	8	37	9	32	8	26	8	41	0	0
Idaho	3	94	4	93	4	93	1	96	4	93	0	97
Illinois	5	75	5	73	5	50	5	60	4	80	2	80
Indiana	1	89	2	81	1	72	2	80	1	87	0	87
Iowa	1	97	1	96	1	93	1	96	1	97	1	96
Kansas	2	89	3	87	4	79	4	86	2	89	3	90
Kentucky	0	90	0	83	0	77	0	83	0	81	0	91
Louisiana	1	58	1	48	0	26	0	36	1	70	0	85
Maine	0	99	0	99	0	99	0	100	0	99	0	100
Maryland	1	70	0	57	0	39	0	62	0	51	0	44
Massachusetts	2	92	1	96	4	90	1	94	0	97	0	98
Michigan	2	82	1	86	2	72	1	87	1	92	1	89
Minnesota	1	96	1	94	1	93	0	97	1	94	0	97
Mississippi	0	51	0	36	0	22	0	35	0	74	0	84
Missouri	0	87	0	80	0	67	0	85	0	85	1	84
Montana	1	91	2	92	2	83	2	94	1	94	0	94
Nebraska	2	92	2	90	3	84	4	88	2	91	0	99
Nevada	4	83	5	74	5	60	3	84	5	69	1	93
New Hampshire	0	99	0	99	0	99	0	100	0	99	0	99
New Jersey	6	75	8	68	12	46	9	63	4	81	2	79
New Mexico	42	47	44	43	59	23	51	33	41	46	18	80
New York	11	70	12	60	12	54	19	50	6	77	3	91
North Carolina	0	69	0	52	0	32	0	50	0	70	0	87
North Dakota	1	94	1	95	1	94	3	96	1	95	3	96
Ohio	1	86	1	82	1	77	0	50	1	88	1	60
Oklahoma	1	78	1	75	1	65	1	78	1	79	0	90
Oregon	2	94	2	92	2	91	3	93	3	93	1	97
Pennsylvania	1	86	1	82	2	73	3	67	1	90	0	92
Rhode Island	1	94	1	91	1	88	3	92	1	93	1	98
South Carolina	0	58	0	42	0	26	0	39	0	59	0	88
South Dakota	1	92	0	89	0	84	0	81	0	94	5	82
Tennessee	0	78	0	74	0	57	0	64	0	78	0	88
Texas	25	59	25	55	29	33	30	43	25	56	13	61
Utah	4	93	6	90	9	87	5	91	7	88	6	90
Vermont	0	99	0	99	0	98	0	99	0	99	0	100
Virginia	0	74	0	66	0	46	0	60	0	78	0	84
Washington	3	90	2	86	3	81	2	90	2	88	1	92
West Virginia	0	96	0	95	0	93	0	93	0	95	0	98
Wisconsin	1	92	1	89	2	84	1	84	1	93	1	89
Wyoming	5	91	8	87	16	79	7	91	9	87	1	98

[1] Includes: Number of students enrolled in programs for educable mentally retarded, trainable mentally retarded, seriously emotionally disturbed, learning disabled, speech impaired, orthopedically handicapped, blind or visually handicapped, deaf or hard of hearing, other health impaired, and multihandicapped.

SOURCE: Department of Health, Education and Welfare, Office for Civil Rights. State and National *Summaries of data collected by the 1976 Elementary-Secondary Schools Civil Rights Survey*, 1978.

Highlight of Table 2.12

•Hispanics were underrepresented in gifted and talented programs in relation to their percent of the total population.

Table 2.13.–Age distribution of Hispanic and white high school seniors: Spring 1972

Age	Percent	
	Hispanic	White, non-Hispanic
Total	100.0	100.0
Less than 17 years of age	0.3	0.1
17	1.5	2.4
18	49.4	77.5
19	36.0	17.4
20	10.8	2.1
21 and over	2.1	0.4

NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education, 1975.

Chart 2.13.–Age distribution of high school seniors

Hispanic high school seniors were older than their white classmates.

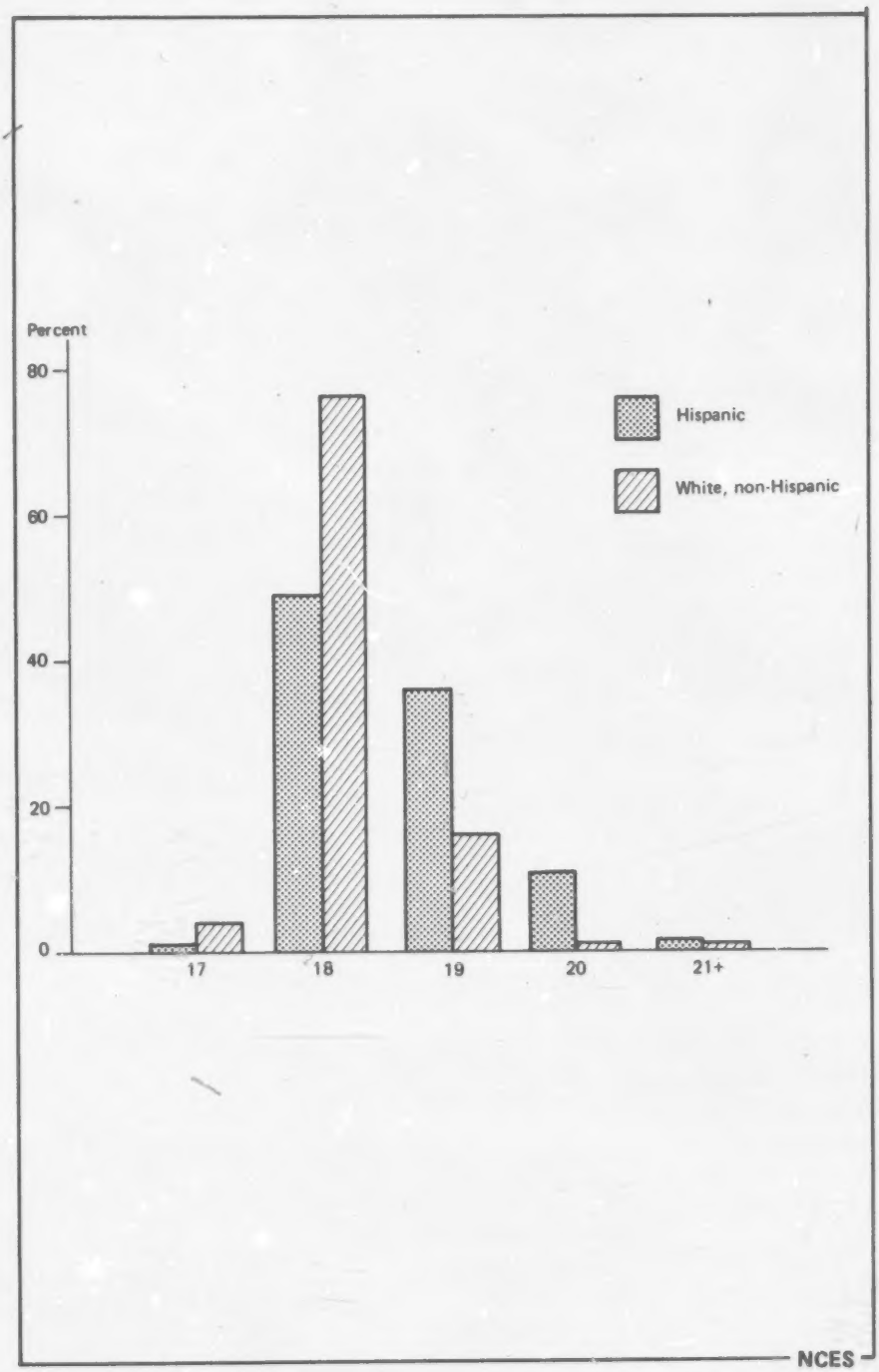


Table 2.14.–Percent of Hispanic and white high school seniors spending various amounts of time on homework: 1972

Time spent on homework	Percentage distribution	
	Hispanic	White, non-Hispanic
Total	100.0	100.0
No homework is ever assigned	5.1	4.4
I have homework but don't do it	6.8	6.6
Less than 5 hours a week	55.6	54.5
5-10 hours a week	27.2	29.2
More than 10 hours a week	5.4	5.3

NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education*, 1975.

Chart 2.14.–Time spent on homework, by high school seniors

Hispanic and white high school seniors had similar homework habits.

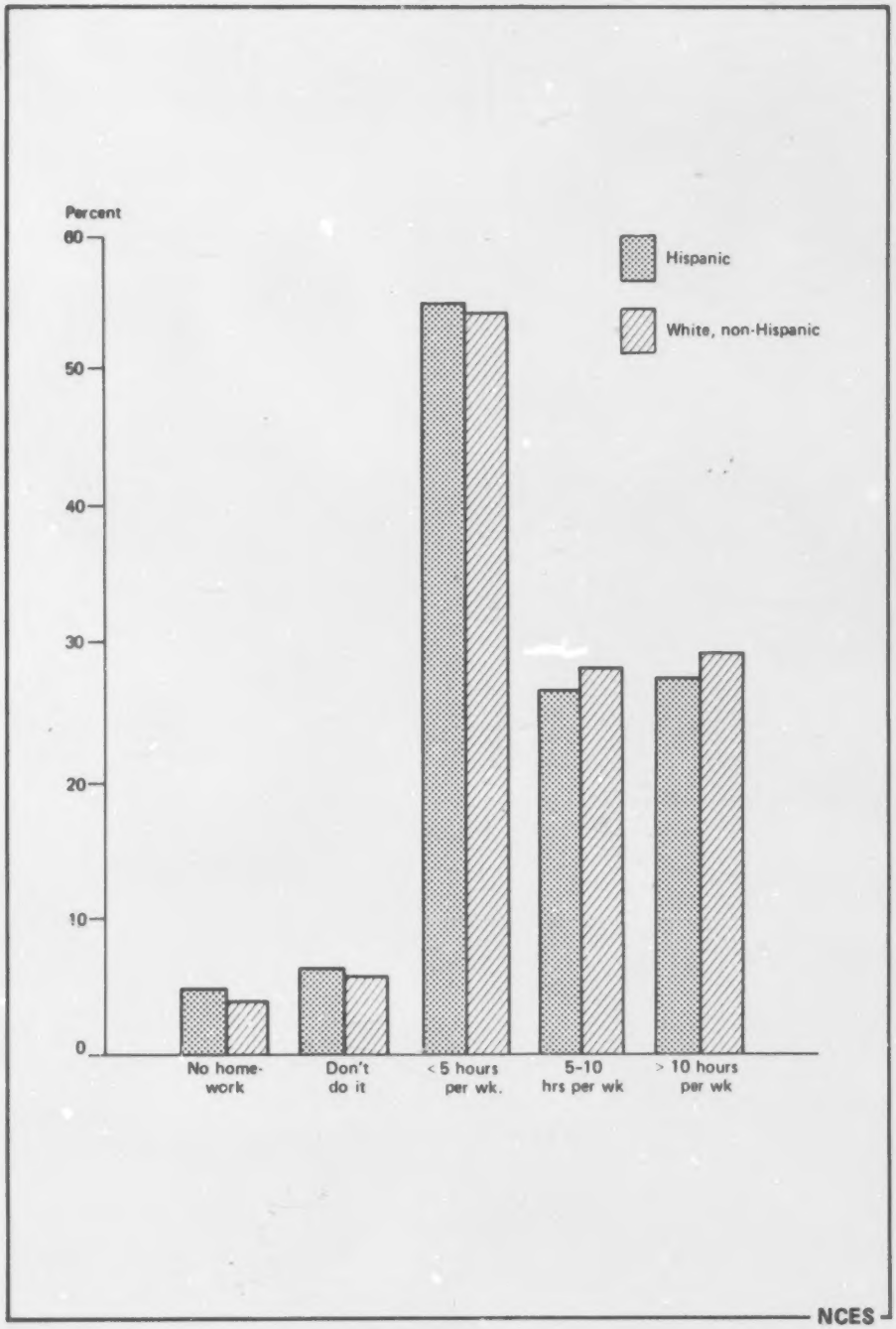


Table 2.15.–Percent distribution of grades of Hispanic and white high school seniors: 1972

Grade[1]	Hispanic	White, non-Hispanic
Total	100.0	100.0
Mostly A (90-100)	3.7	10.4
About half A, half B (85-89)	15.5	20.7
Mostly B (80-89)	15.7	21.3
About half B, half C (75-79)	35.6	26.8
Mostly C (70-74)	17.6	13.8
About half C, half D (65-69)	10.8	5.9
Mostly D (60-64)	0.5	0.9
Mostly below D (below 60)	0.6	0.1

[1] Numerical average is in parentheses.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education*, 1975.

Chart 2.15.–Academic achievement of high school seniors

Hispanic high school seniors generally received lower grades than their white classmates.

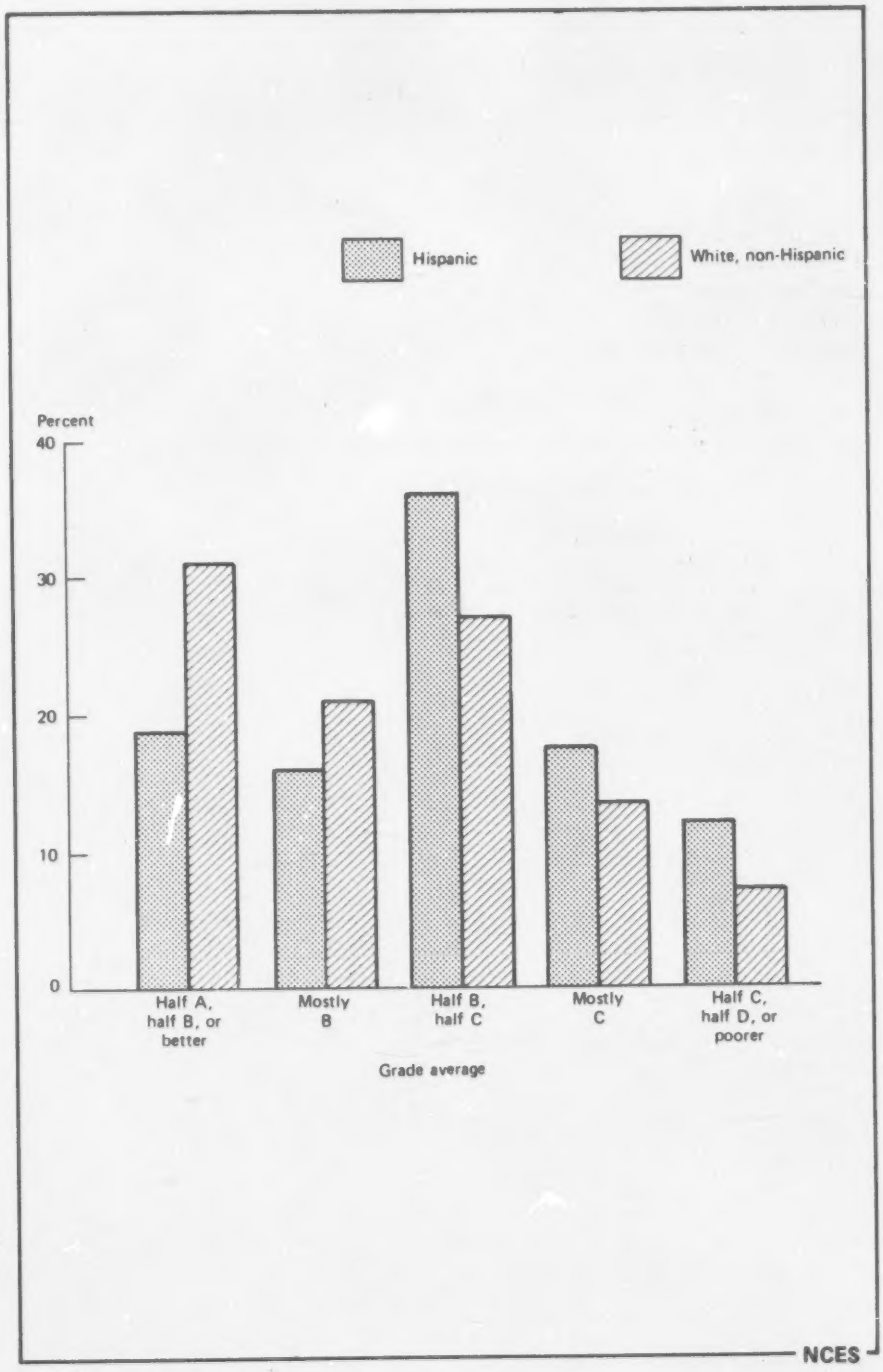


Table 2.16.–Factors cited by Hispanic and white high school seniors as interfering with their school work: 1972

Factors	Percentage[1] who answered "somewhat" or "a great deal"	
	Hispanic	White, non-Hispanic
Worry over money problems (repayment of loan, support of dependents, family income, etc.)	45.5	27.4
Family obligations (other than money problems)	39.3	23.6
Lack of a good place to study at home	36.7	22.1
Parents aren't interested in my education	33.7	19.4
Courses are too hard	49.9	41.0
Teachers don't help me enough	54.1	47.3
My own ill health	16.7	10.3
Transportation to school is difficult	15.9	9.6
School doesn't offer the courses I want to take	45.5	50.3
Don't feel part of the school	39.5	35.5
Poor teaching	46.4	50.3
Poor study habits	59.7	57.2
Find it hard to adjust to school routine	24.3	22.9
My job takes too much time	19.1	19.3

[1]Students could make multiple responses. Factors are listed in descending order of the size of difference between Hispanics and white, non-Hispanics.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education, 1975.

Chart 2.16.–Factors interfering with school work of high school seniors

Relatively more Hispanic than white high school seniors cited family-related factors as interfering with their school work.

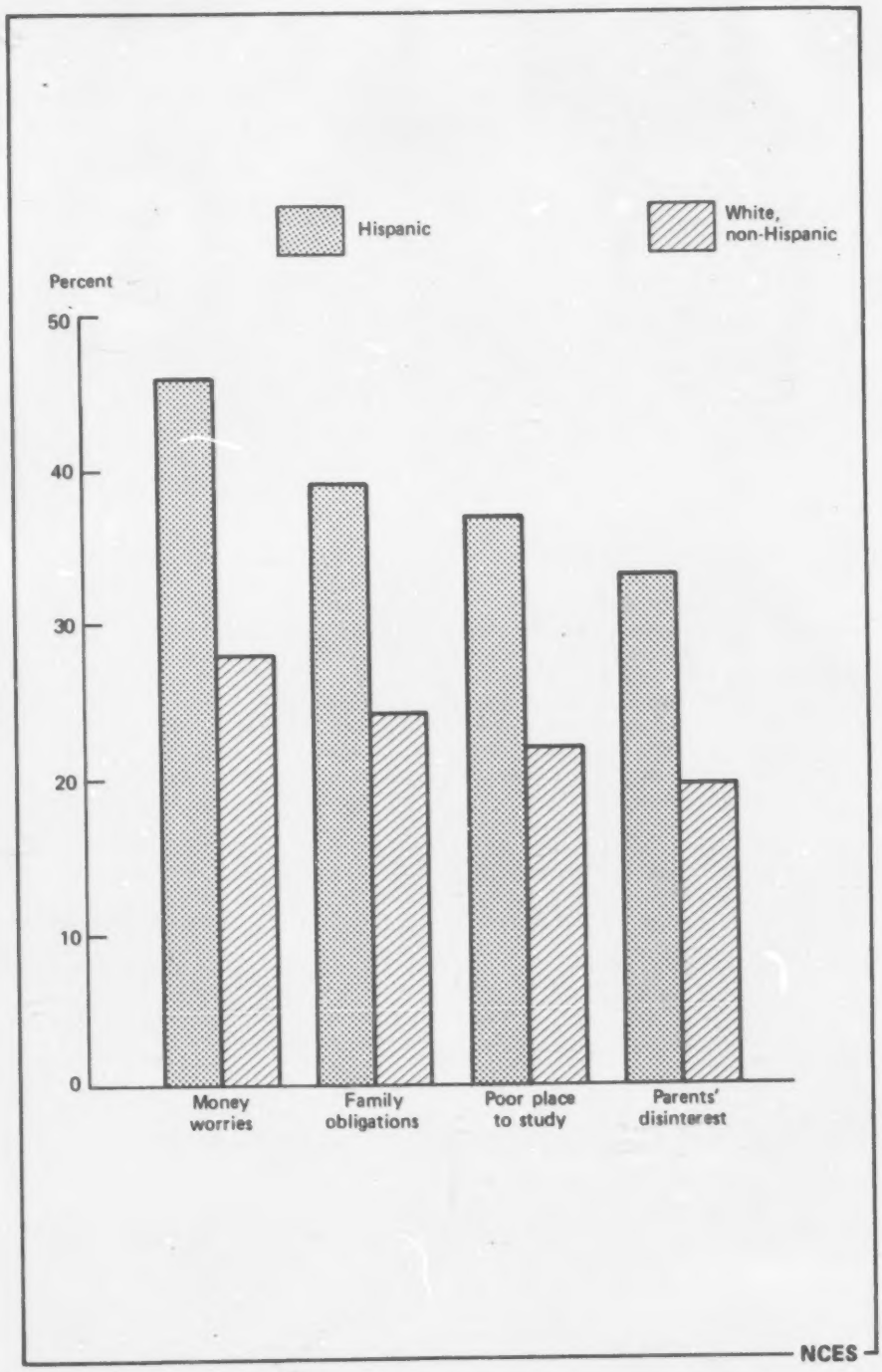


Table 2.17.–Percent of Hispanic and white high school seniors who were influenced in their choice of high school program, by others: 1972

Influencing person	Percentage[1] responding that this person was a very important influence	
	Hispanic	White, non-Hispanic
Self	86.3	89.4
Parents	45.1	26.2
Guidance counselor	26.0	12.5
Teacher	16.8	8.2
Friends your own age	22.1	13.6
Other adult not mentioned	13.3	5.6
Principal	9.6	2.1
I had no choice: I was assigned to it	10.4	3.0
I had no choice: only program available	8.9	3.0
Relative other than parents	8.0	4.2
Clergy	4.9	1.3

[1]Students could make multiple responses. Influencing persons are listed in descending order of the size of difference between Hispanics and white, non-Hispanics.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education,* 1975.

Chart 2.17.–People who influenced high school seniors in choice of programs

A higher percentage of Hispanics than whites were influenced by their parents and guidance counselors in choosing their high school programs.

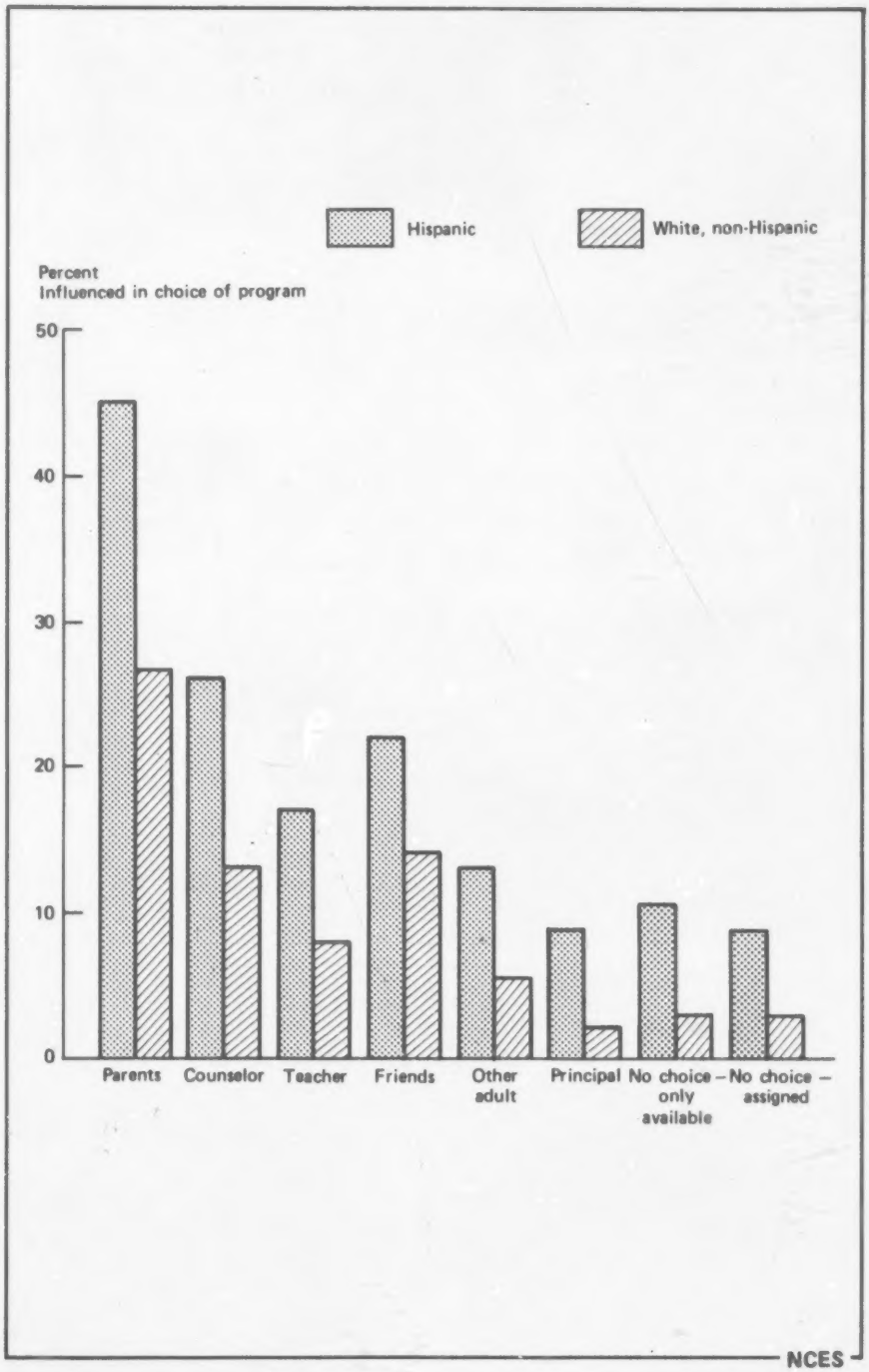


Table 2.18.–Percent of Hispanic and white high school seniors who thought various factors would be important in their lives: 1972

Factors	Percentage[1] of students who answered "very important"	
	Hispanic	White, non-Hispanic
Being able to give my children better opportunities than I've had	84.5	63.9
Having strong friendships	70.2	82.1
Living close to parents and relatives	14.6	7.2
Being able to find steady work	84.2	76.9
Working to correct social and economic inequalities	31.5	24.6
Being a leader in my community	16.0	10.1
Being successful in my line of work	87.7	83.8
Having lots of money	18.9	16.5
Getting away from this area of the country	11.8	14.2
Finding the right person to marry and having a happy family life	83.9	82.5

[1] Students could make multiple responses. Factors are listed in descending order of the size of difference between Hispanics and white, non-Hispanics.

SOURCE: Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education*, 1975.

Chart 2.18.–Opinions about what is important in life

Hispanics more than whites were concerned about family and community relationships.

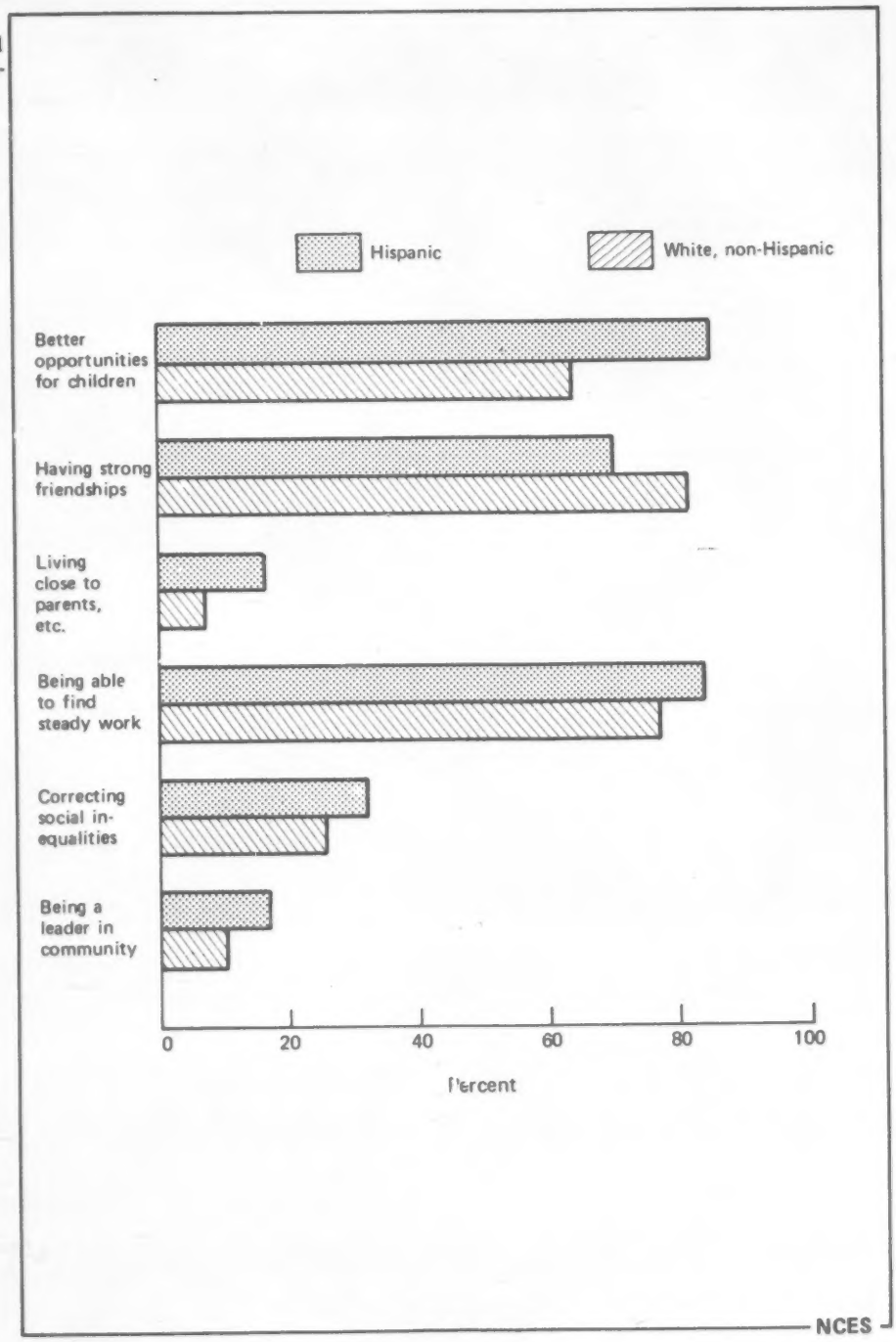


Table 2.19.–Percent of Hispanic and white high school seniors who participated in specified extracurricular activities: 1972

Extracurricular activity	Total participation		Percent who participated actively		Percent who participated as a leader	
	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic
Athletic teams, intramurals, letterman's club, sports club . . .	38.5	44.6	30.4	34.7	8.1	9.9
Cheerleaders, pep club, majorettes	15.0	17.2	10.9	13.2	4.1	4.0
Debating, drama, band, chorus. . .	27.7	32.7	22.8	26.4	4.9	6.3
Hobby clubs (such as photography, crafts, electronics, etc.)	17.6	18.3	14.4	16.0	3.2	2.3
Honorary clubs such as Beta Club or National Honor Society.	10.1	15.6	8.4	13.2	1.7	2.4
School newspaper, magazine, yearbook	15.3	20.7	12.2	15.2	3.1	5.5
School subject matter clubs (such as science, history)	25.6	25.0	21.0	21.0	4.6	4.0
Student council, student government	16.6	19.1	10.8	12.8	5.8	6.3
Vocational education clubs such as homemakers, teachers, Future Farmers of America, etc.)	28.1	21.9	22.8	15.9	5.3	6.0

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education*, 1975.

Chart 2.19.–Participation in extracurricular activities by high school seniors

Except for vocational clubs, Hispanics participated less in extracurricular activities than did whites.

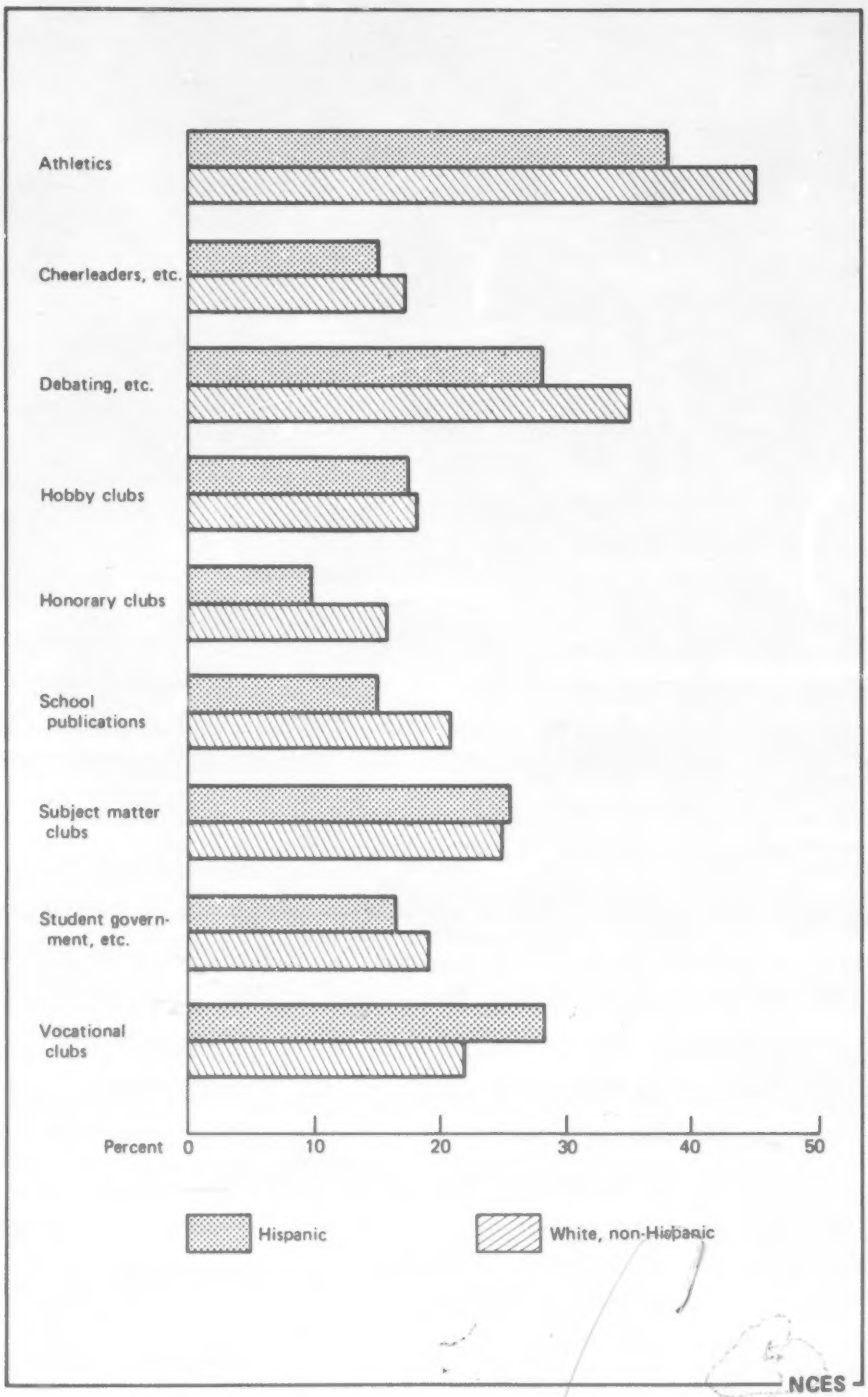


Table 2.20.–Percent of Hispanic and white high school seniors who never heard of selected programs for youth: 1972

Program	Percent of students who never heard of these programs	
	Hispanic	White, non-Hispanic
Neighborhood Youth Corps	34.9	54.0
Talent Search	69.8	78.0
Upward Bound	70.4	78.6
High school vocational education/ work study program	33.0	37.3
Cooperative vocational education program (co-op)	47.3	47.5

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study of the High School Class of 1972, Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category and Father's Education*, 1975.

Chart 2.20.–Lack of awareness of Federal programs

Awareness of these programs to assist the educationally disadvantaged was better among whites than Hispanics.

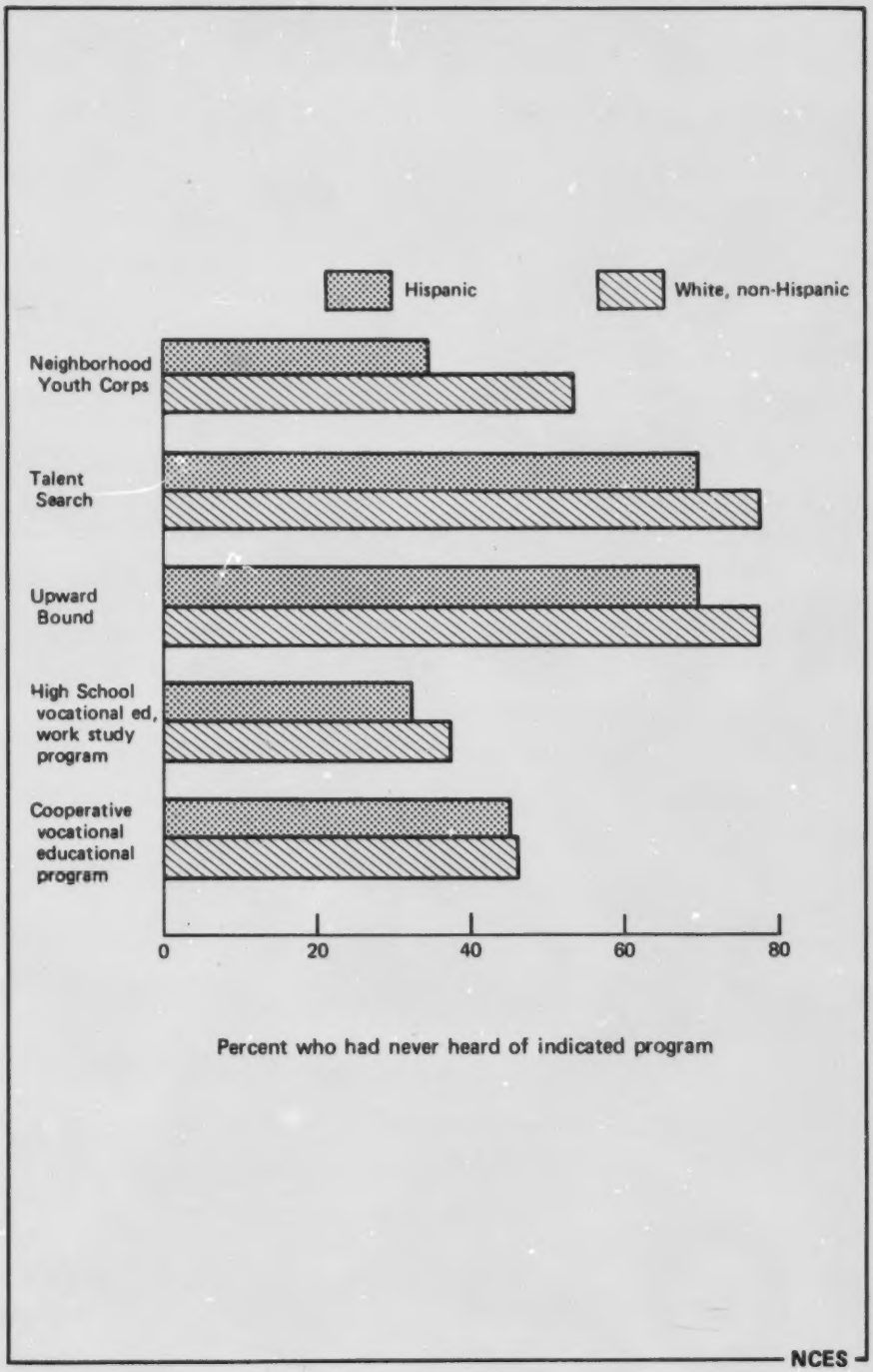


Table 2.21.–Percent of Hispanic and white students aged 8–20 enrolled two years or more below expected grade level, by subgroup: Spring 1976

Race/ethnic group	Percent enrolled below expected grade level[1]	
	8–13 years old	14–20 years old
White, non-Hispanic	5	9
Hispanic	9	24
Mexican American	9	25
Puerto Rican	8	24
Cuban	*	*
Central or South American	*	*
Other Hispanic	*	19

*Percent not shown where estimate is less than 20,000 persons.

[1] Below expected grade level for age is defined as: 8 years old or older and enrolled in the first grade, 9 years old or older and enrolled in the second grade, etc. Also included were 20-year-olds who were enrolled in the first year of college.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.21.–Delayed education, by Hispanic subgroup

Differences between Puerto Ricans and Mexican Americans were slight.

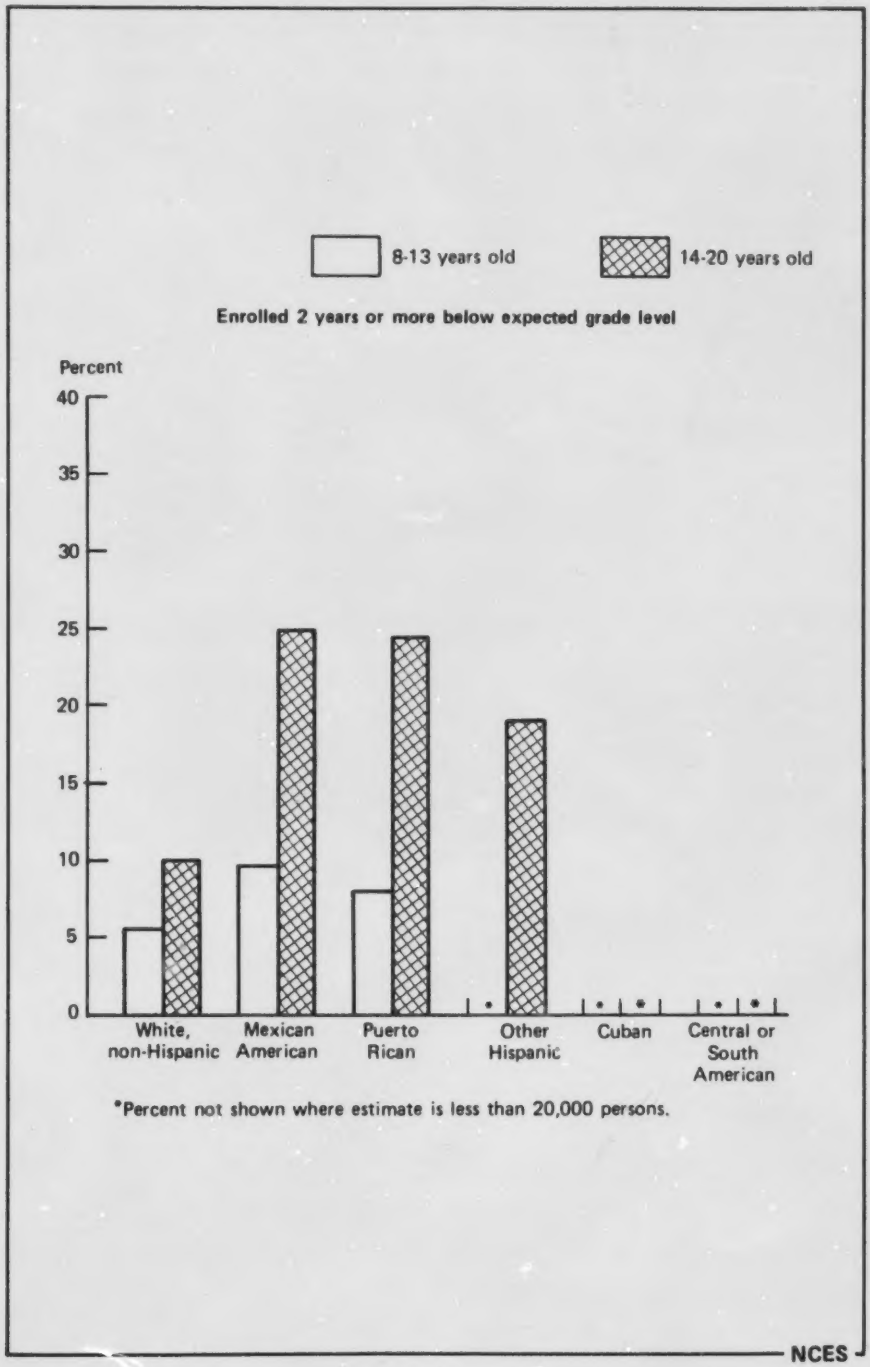


Table 2.22.–Percent of Hispanic and white students aged 8–20 enrolled two years or more below expected grade level, by sex: Spring 1976

Sex	Percent enrolled below expected grade level[1]			
	8–13 years old		14–20 years old	
	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic
Total . . .	9	5	24	9
Male	9	4	22	7
Female	9	7	26	11

[1] Below expected grade level for age is defined as: 8 years old or older and enrolled in the first grade, 9 years old or older and enrolled in the second grade, etc. Also included were 20-year-olds who were enrolled in the first year of college.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.22.–Delayed education, by sex

Hispanic females 14–20 years old were most likely to fall behind in school.

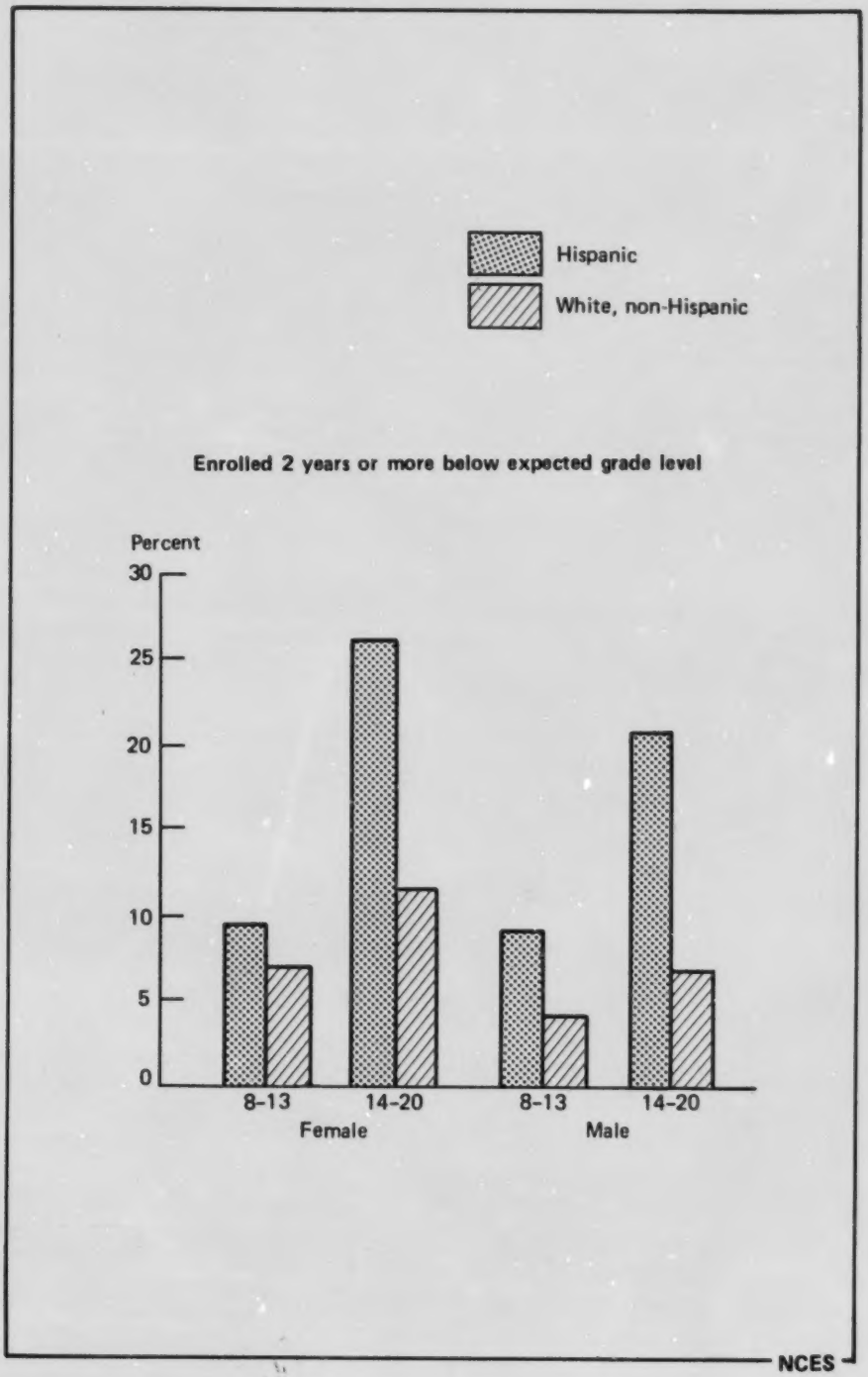


Table 2.23.–Percent of Hispanic and white students aged 8–20 enrolled two years or more below expected grade level, by number of children in family: Spring 1976

Number of children in family	Percent enrolled below expected grade level[1]			
	8–13 year olds		14–20 year olds	
	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic
Total	9	5	24	9
One child	*	5	19	9
Two children	*	4	20	8
Three to four children	8	6	24	9
Five to six children	12	8	27	11
Seven children or more	22	10	*	18

*Percent not shown where estimate is less than 20,000 persons.

[1] Below expected grade level for age is defined as: 8 years old or older and enrolled in the first grade, 9 years old or older and enrolled in the second grade, etc. Also included were 20-year-olds who were enrolled in the first year of college.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.23.–Delayed education, by family size

The larger the family, the greater the likelihood that the children fall behind in school. Hispanics, however, were more likely to be behind in school, regardless of family size.

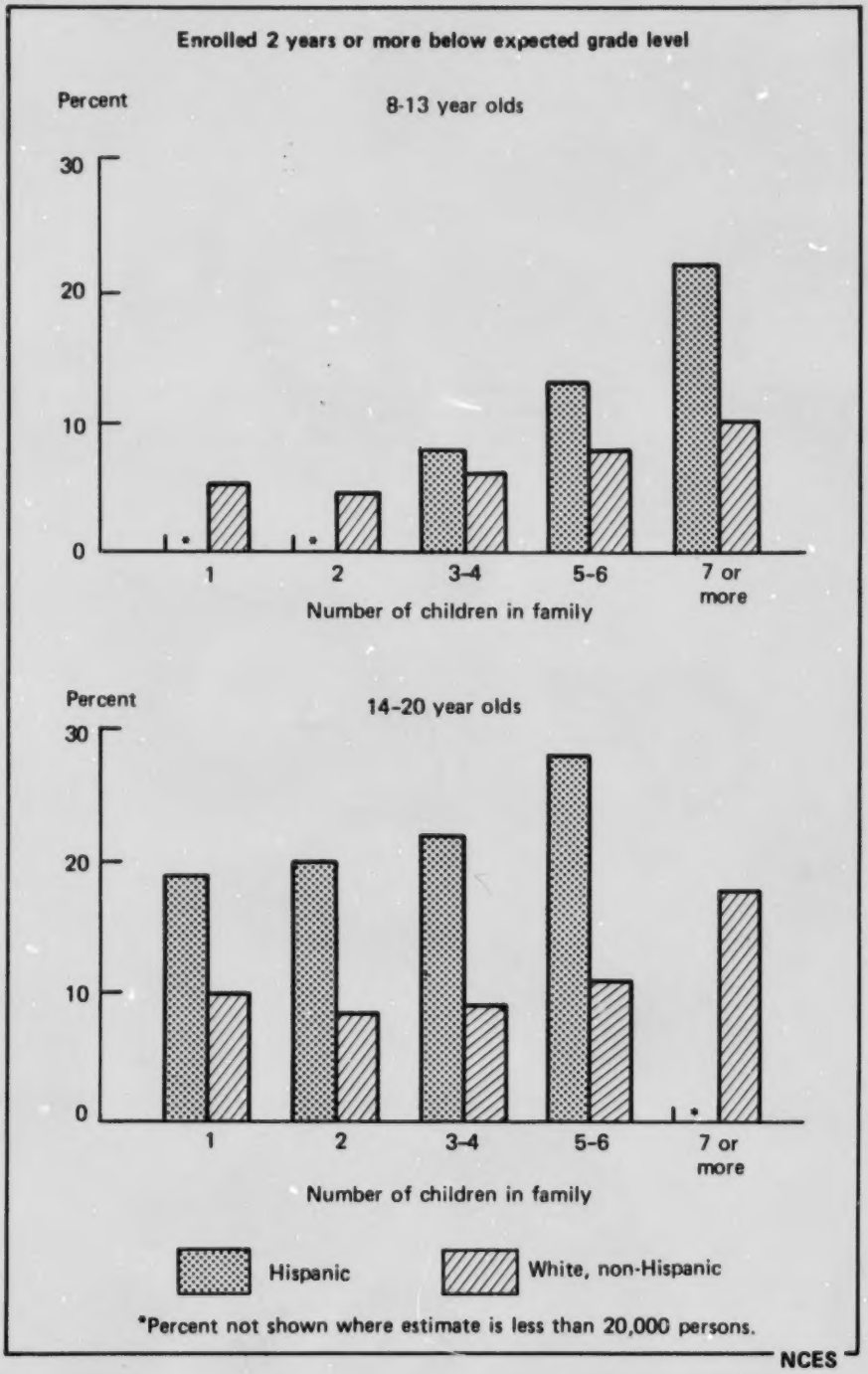


Table 2.24.–Percent of Hispanic and white students aged 8–20 enrolled two years or more below expected grade level, by place of birth: Spring 1976

Race/ethnic group and place of birth	Percent enrolled below expected grade level[1]	
	8–13 years old	14–20 years old
Hispanic		
Born on U.S. mainland	7	21
Born outside U.S. mainland	17	34
White, non-Hispanic		
Born on U.S. mainland	5	9
Born outside U.S. mainland	8	12

[1]Below expected grade level for age is defined as 8 years old or older and enrolled in the first grade, 9 years old or older and enrolled in the second grade, etc. Also included were 20-year-olds who were enrolled in the first year of college.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.24.–Delayed education, by place of birth

Hispanic children born outside the U.S. mainland were more likely to be enrolled below expected grade level than all others.

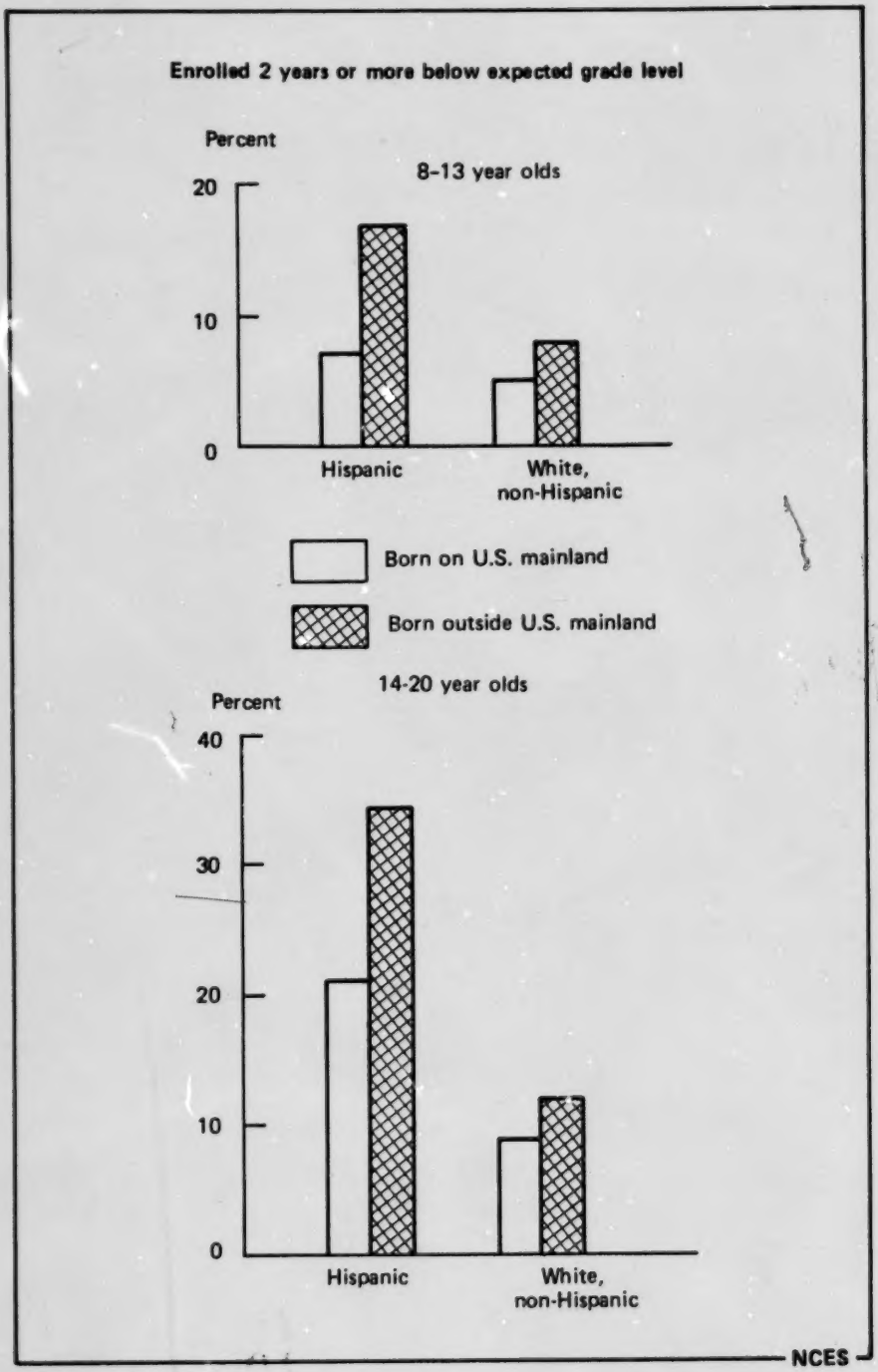


Table 2.25.–Percent of Hispanic and white students aged 8–20 enrolled two years or more below expected grade level, by language characteristics: Spring 1976

Language characteristics	Percent enrolled below expected grade level[1]			
	8 to 13 year olds		14 to 20 year olds	
	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic
Mono-English language background[2]	*	5	15	9
Non-English language background[3]	10	7	25	10
Speak only English themselves[4]	*	*	20	10
Speak a non-English language themselves[5]	12	8	27	13
Not reported	*	*	*	*

*Percent not shown where the estimate is less than 20,000 persons.
[1]Below expected grade level for age is defined as: 8 years old or older and enrolled in the first grade, 9 years old or older and enrolled in the second grade, etc. Also included were 20-year-olds who were enrolled in the first year of college.
[2]English is the only language spoken in the household currently.
[3]A language other than English is sometimes or usually spoken in the household currently.
[4]The child speaks only English.
[5]The child sometimes or usually speaks a language other than English.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.25.–Delayed education, by language characteristics

Hispanics were more likely than whites to fall behind in school, regardless of language background. However, Hispanic students who speak a non-English language were more likely to fall behind than Hispanics brought up in homes where only English was spoken.

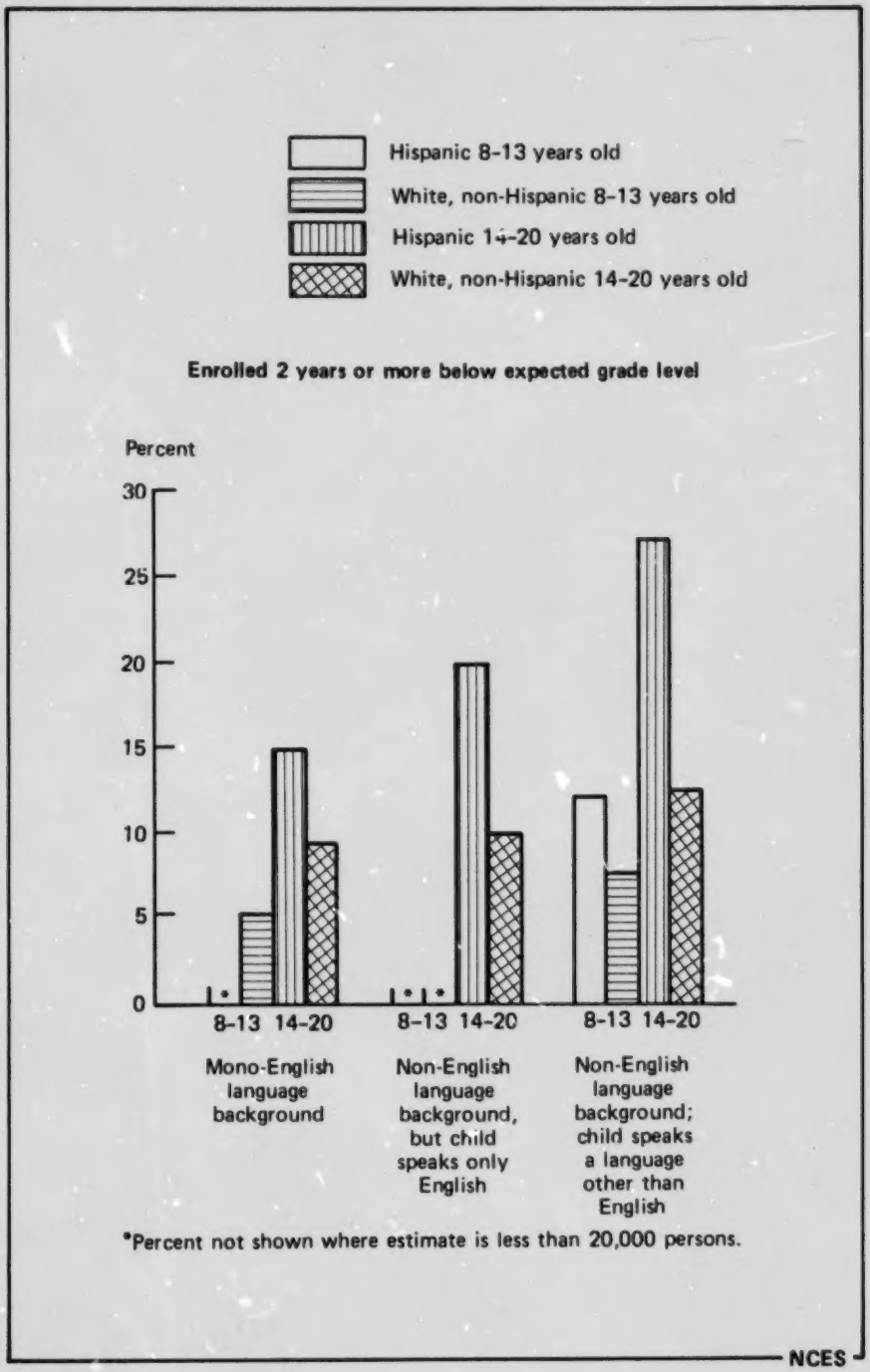


Table 2.26.–Percent of Hispanic and white students aged 8–20 enrolled two years or more below expected grade level, by poverty level: Spring 1976

Poverty level[1]	Percent enrolled below expected grade level[2]			
	8–13 years old		14–20 years old	
	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic
Total	9	5	24	9
Below poverty level . . .	18	12	31	18
100–124% above. . . .	*	11	35	17
125–149% above. . . .	*	7	29	16
150% and above	4	4	17	8

*Percent not shown where estimate is less than 20,000 persons.

[1]Families and unrelated individuals are classified with respect to poverty level using an index adopted by a Federal Interagency Committee in 1969 and updated annually. The poverty threshold for a nonfarm family of four was $5,815 in 1976.

[2]Below expected grade level for age is defined as: 8 years old or older and enrolled in the first grade, 9 years old or older and enrolled in the second grade, etc. Also included were 20-year-olds who were enrolled in the first year of college.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.26.–Delayed education, by poverty level

At all income levels, Hispanics students were more likely than whites to fall behind in school.

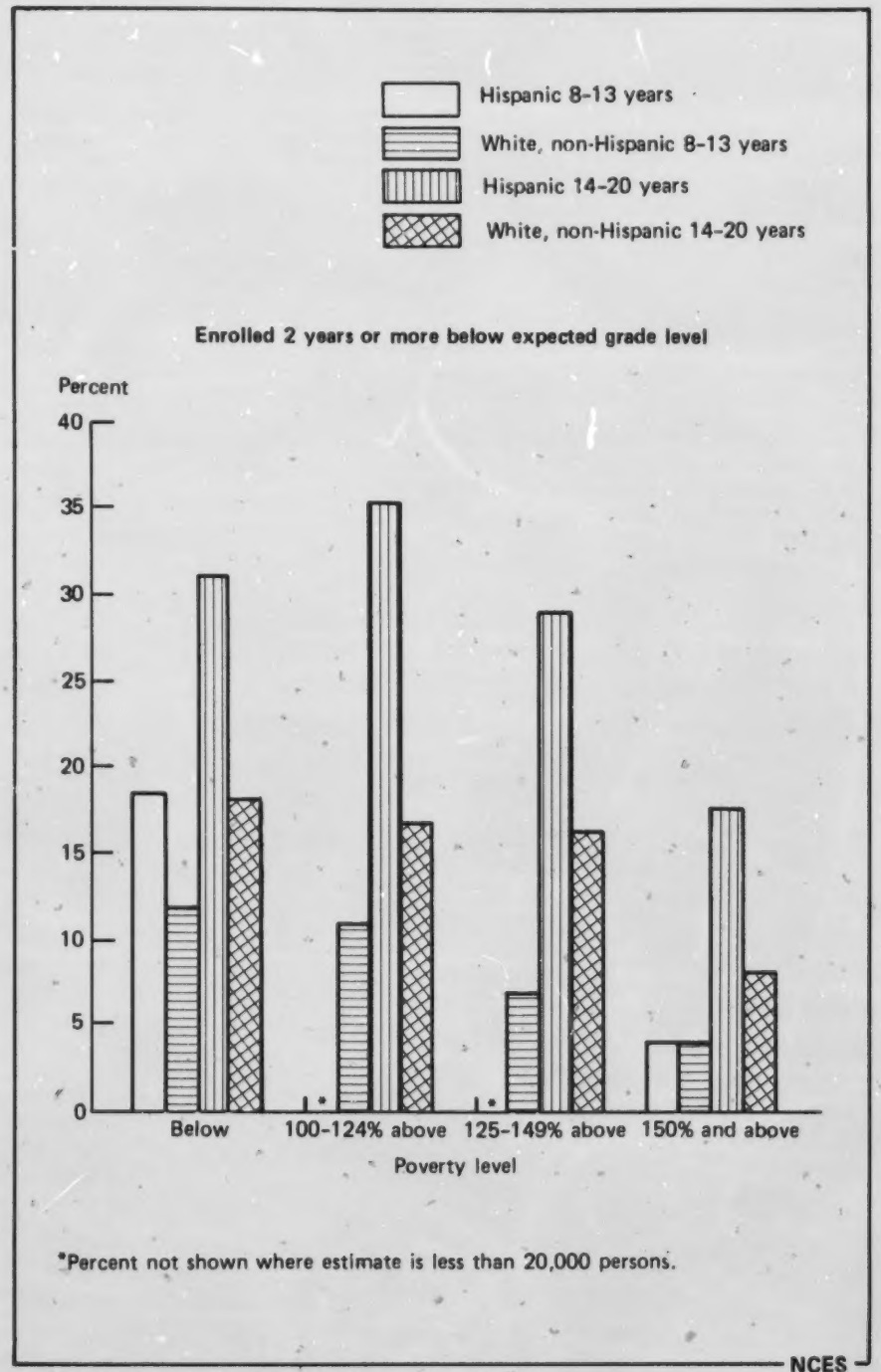


Table 2.27.–Percent of Hispanic and white students aged 8–20 enrolled two years or more below expected grade level, by highest level of educational attainment of family head: Spring 1976

Highest level of educational attainment of family head	Percent enrolled below expected grade level[1]			
	8–13 year olds		14–20 year olds	
	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic
Total	9	5	24	9
Less than 12 years of school	12	10	27	16
High school graduate	*	5	19	8
Some college	*	3	17	7
College graduate	*	2	*	4

*Percent not shown where estimate is less than 20,000 persons.

[1]Below expected grade level for age is defined as: 8 years old or older and enrolled in the first grade, 9 years old or older and enrolled in the second grade, etc. Also included were 20-year-olds who were enrolled in the first year of college.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.27.–Delayed education as related to education of family head

The higher the educational level of the parents the less likely their children fall behind in school. However, Hispanics fell behind more than whites, regardless of educational attainment of their parents.

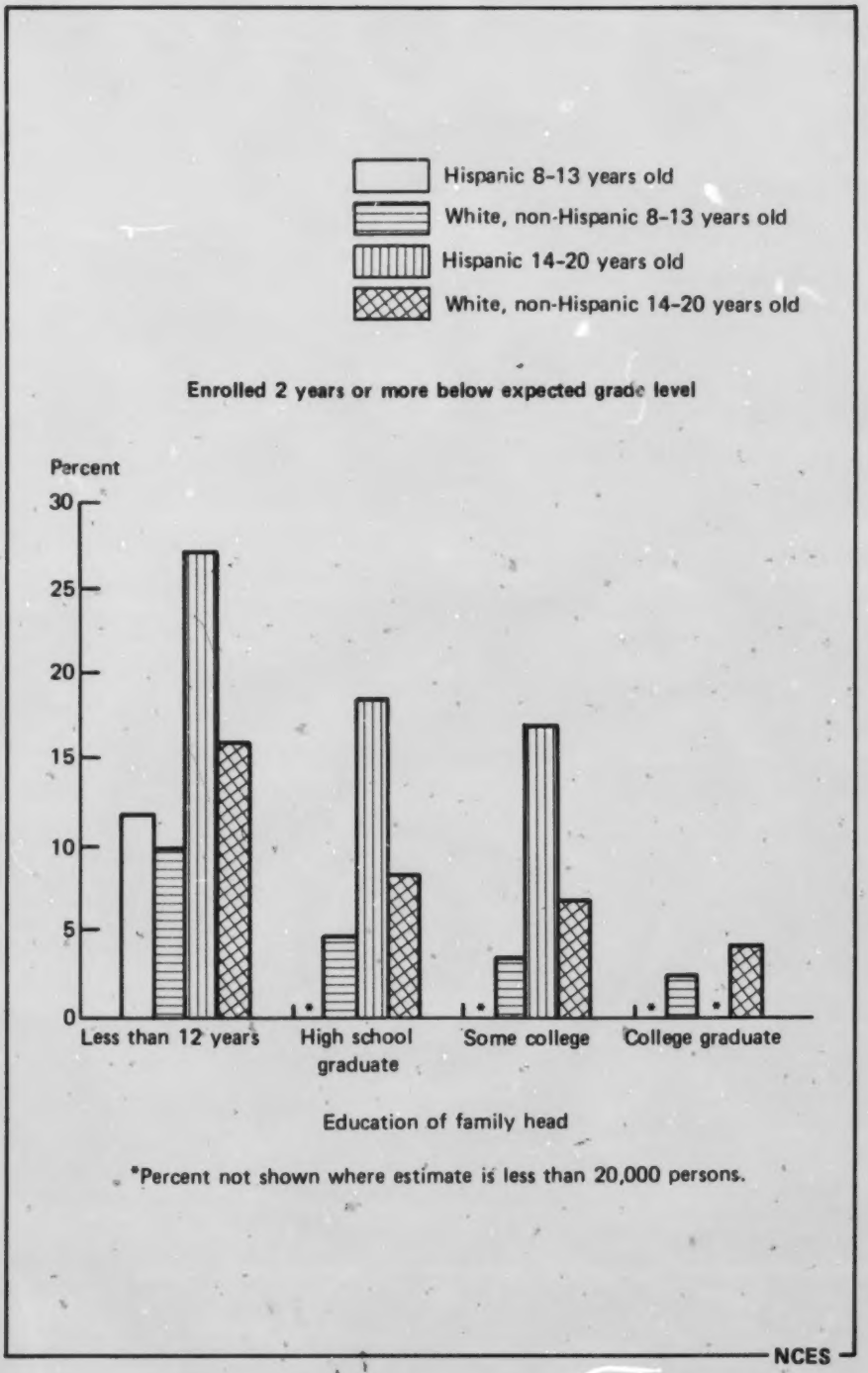


Table 2.28.–Percent of Hispanic and white students aged 8–20 enrolled two years or more below expected grade level, by family type: Spring 1976

Family type	Percent enrolled below expected grade level[1]			
	8–13 year olds		14–20 year olds	
	Hispanic	White, non-Hispanic	Hispanic	White, non-Hispanic
All families	9	5	24	9
Husband-wife families....	8	5	22	9
Male-headed families.....	*	9	*	16
Female-headed families...	14	8	29	12

*Percent not shown where estimate is less than 20,000 persons.

[1]Below expected grade level for age is defined as: 8 years old or older and enrolled in the first grade, 9 years old or older and enrolled in the second grade, etc. Also included were 20-year-olds who were enrolled in the first year of college.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.28.–Delayed education, by family type

Children from single parent families were more likely to be enrolled in school below grade level, especially Hispanic children.

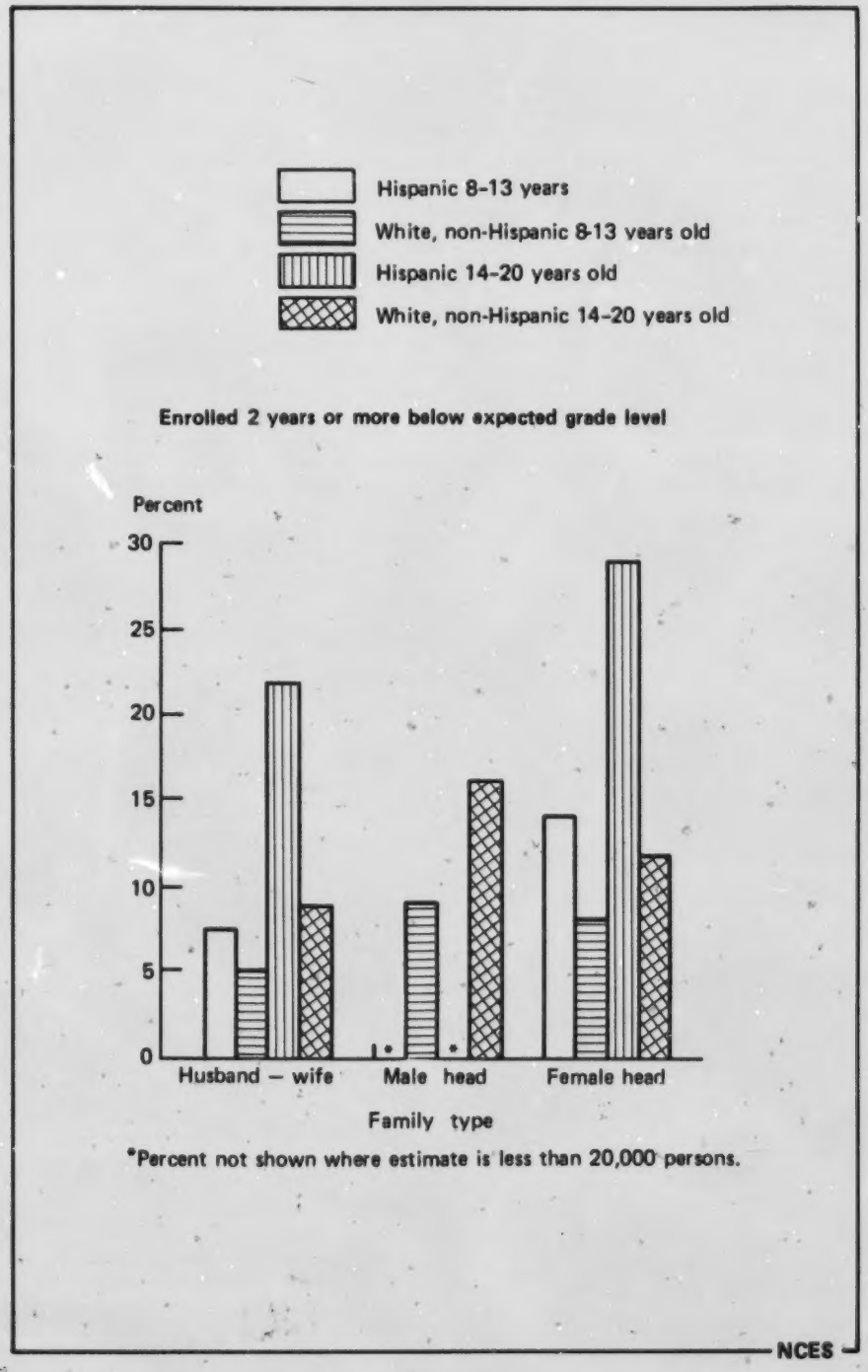


Table 2.29.--Percent of Hispanics and whites aged 14–19, who were not in school and not high school graduates: 1972–1978

Year	Hispanic		White[1]
	Population aged 14–19 (000s)	Percent not enrolled in school and not high school graduate	Percent not enrolled in school and not high school graduate
1972 . . .	1,288	15.5	7.9
1973 . . .	1,274	19.3	8.5
1974 . . .	1,500	17.1	8.8
1975 . . .	1,494	15.7	8.2
1976 . . .	1,547	17.2	8.8
1977 . . .	1,527	17.0	8.7
1978 . . .	1,480	18.8	8.8

[1]Includes Hispanics who are white.

SOURCE: U.S. Department of the Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students: October 1972—October 1978*, Current Population Reports, Series P-20.

Chart 2.29.–High school noncompletion, by year

High school non-completion rates have remained relatively stable during the 1970's for both Hispanics and whites. Rates for Hispanics were generally about twice those for whites.

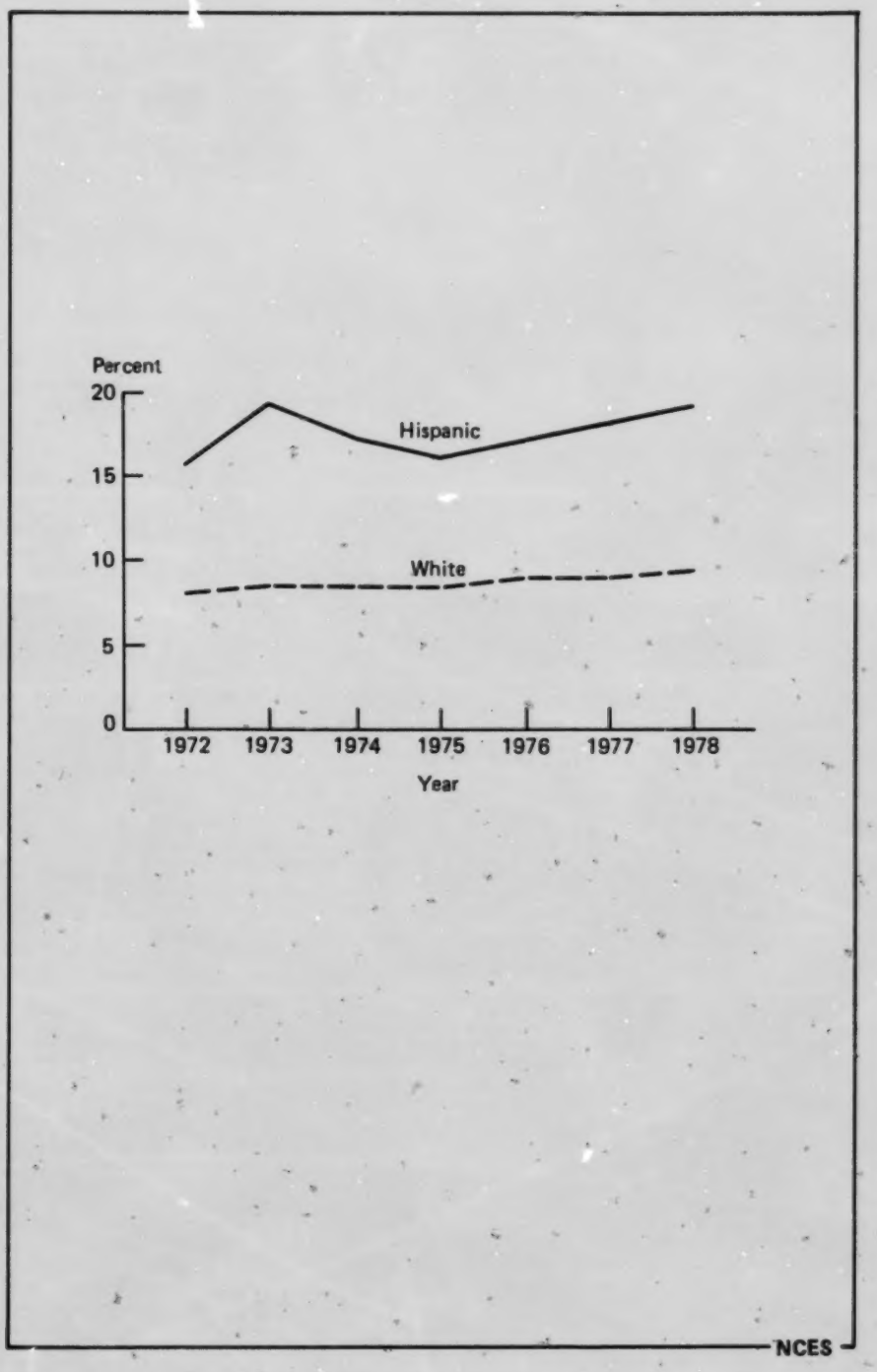


Table 2.30.–Percent of Hispanics and whites aged 14–24, who were not high school graduates and not in school, by age and sex: 1978

Age and sex	Hispanic		White[1]
	Number (000s)	Percent not enrolled in school and not high school graduate	Percent not enrolled in school and not high school graduate
14–15 years, total ...	492	4.8	1.6
Male	269	6.0	1.7
Female	223	3.4	1.4
16–17 years, total	510	14.1	9.1
Male	278	15.6	9.6
Female.....	232	12.2	8.7
18–19 years, total	478	38.2	15.6
Male.....	221	36.6	16.3
Female	257	39.6	15.0
20–21 years, total	482	38.5	14.6
Male	218	43.0	14.8
Female.....	264	34.9	14.5
22–24 years, total ...	712	40.3	14.0
Male	342	40.4	13.9
Female	370	40.2	14.0

[1] Includes Hispanics who are white.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment—Social and Economic Characteristics of Students: October 1978,* Current Population Reports, Series P-20, No. 346, 1979.

Chart 2.30.–High school noncompletion, by age

The disparity between Hispanics and whites in terms of high school noncompletion rates becomes dramatically more noticeable after age 18.

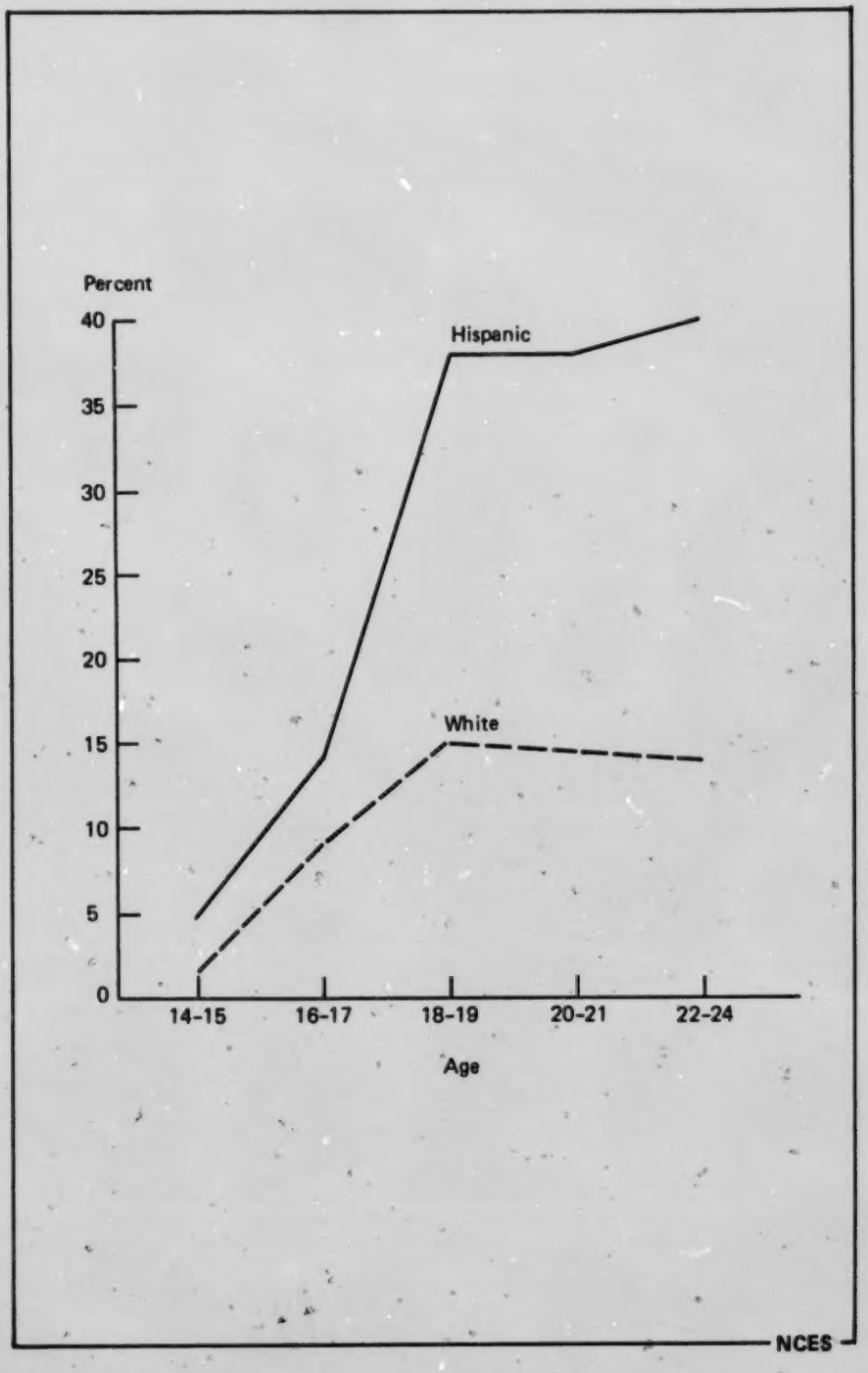


Table 2.31.–Number of Hispanics in the population aged 14–30, percent enrolled in school, and percent not enrolled in school and not high school graduates, by subgroup and sex: Spring 1976

Hispanic subgroup and sex	Number (000s)	Percent enrolled in school[1]	Percent not enrolled in school and not high school graduates
All Hispanics	3,515	43	25
Male	1,655	47	22
Female	1,860	38	27
Mexican American	2,284	41	27
Male	1,120	46	24
Female	1,164	37	30
Puerto Rican	485	40	31
Male	215	42	26
Female	269	37	35
Cuban	172	62	12
Male	78	65	*
Female	93	58	*
Central or South American	241	40	17
Male	82	58	*
Female	159	31	19
Other Hispanic	333	48	13
Male	160	50	11
Female	174	46	14

*Percent not shown where estimate is less than 20,000 persons.
[1]Includes enrollment in both collegiate and non-collegiate postsecondary schools.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.31.–High school noncompletion, by Hispanic subgroup

Puerto Ricans and Mexican Americans had much higher non-completion rates than the other Hispanic subgroups.

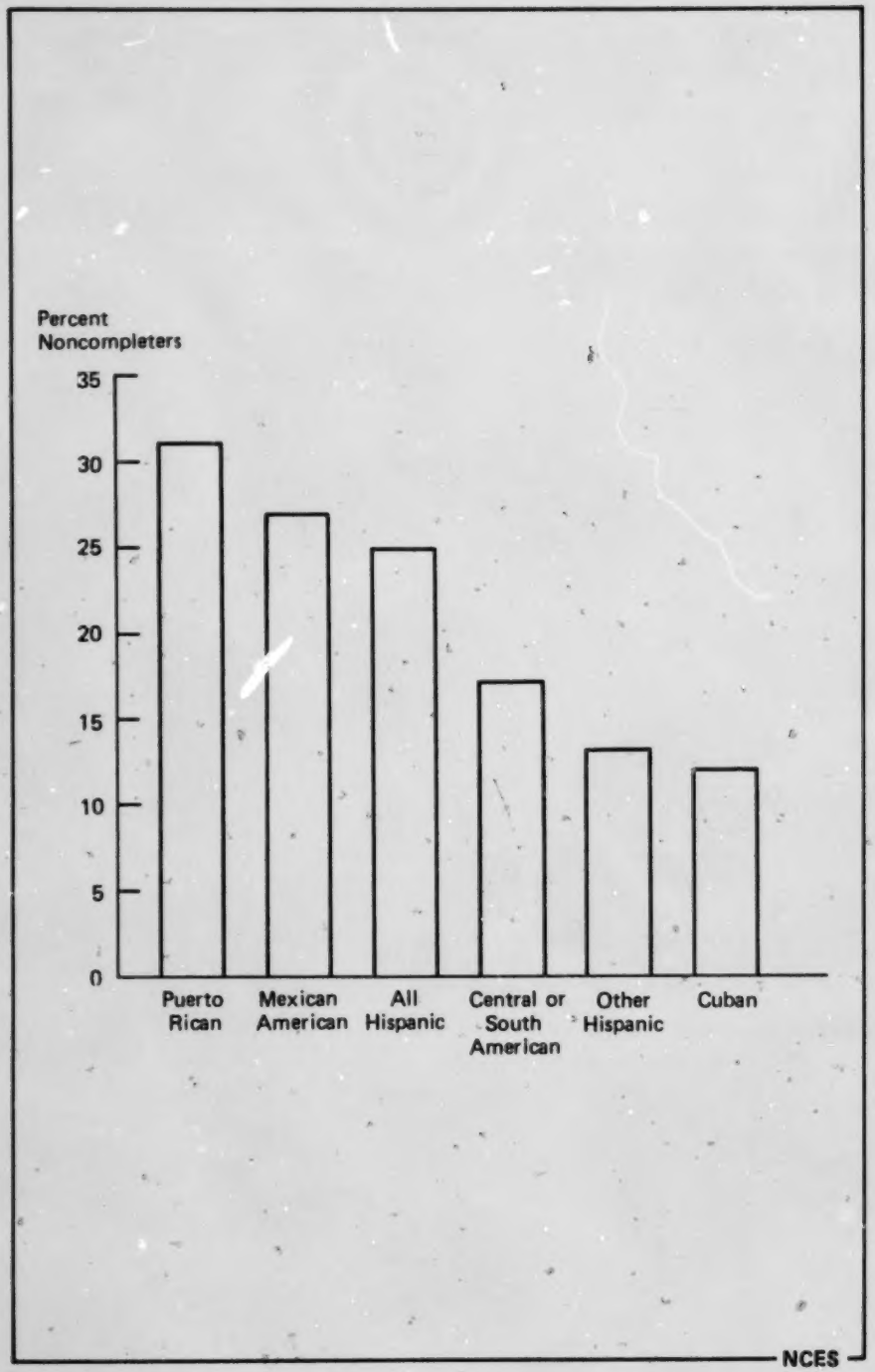


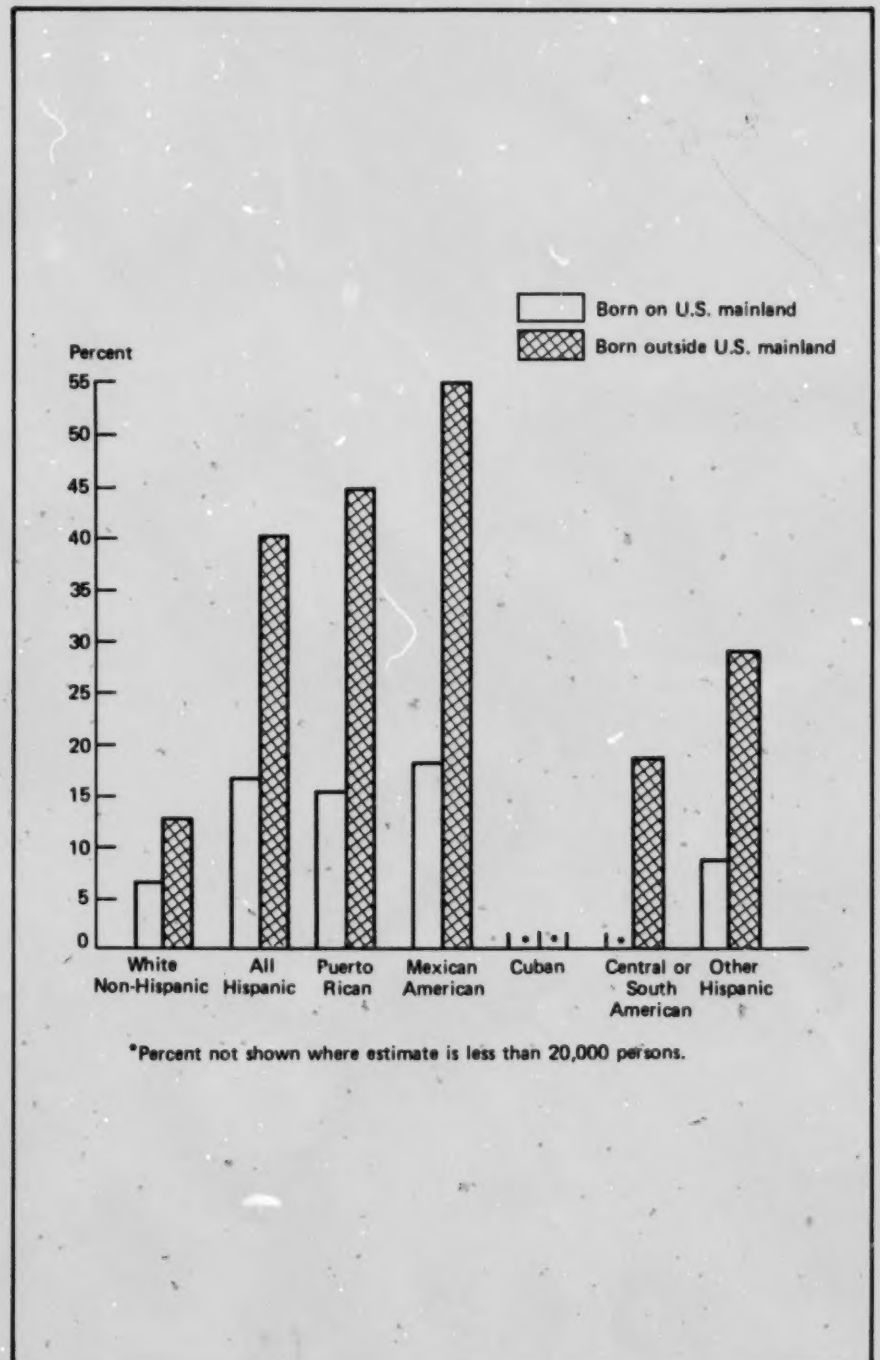
Table 2.32.--Number of Hispanics and whites aged 14–30, percent enrolled in school, and percent not enrolled in school and not high school graduates, by place of birth and subgroup: Spring 1976

Race/ethnic group and place of birth	Number (000s)	Percent enrolled in school[1]	Percent not enrolled in school and not high school graduate
White, non-Hispanic	51,770	46	7
Born on U.S. mainland	50,412	46	7
Born outside U.S. mainland	1,357	42	13
All Hispanic	3,515	43	25
Born on U.S. mainland	2,313	48	17
Born outside U.S. mainland	1,202	33	40
Mexican American	2,284	41	27
Born on U.S. mainland	1,764	46	18
Born outside U.S. mainland	520	25	55
Puerto Rican	485	40	31
Born on U.S. mainland	229	58	16
Born outside U.S. mainland	256	23	45
Cuban	172	62	12
Born on U.S. mainland	22	*	*
Born outside U.S. mainland	149	59	*
Central or South American	241	40	17
Born on U.S. mainland	32	34	*
Born outside U.S. mainland	209	41	19
Other Hispanic	333	48	13
Born on U.S. mainland	265	49	9
Born outside U.S. mainland	68	41	29

*Percent not shown where estimate is less than 20,000 persons.
[1] Includes enrollment in both collegiate and non-collegiate postsecondary schools.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.32.–High school noncompletion, by Hispanic subgroup and place of birth

Persons born outside the U.S. mainland were less likely to complete high school than those born on the U.S. mainland.



*Percent not shown where estimate is less than 20,000 persons.

Table 2.33.–Number of Hispanic and white populations aged 14–30, percent enrolled in school, and percent not enrolled in school and not high school graduates, by language background: Spring 1976

Race/ethnic group	Total	Mono-English language background[2] total	Non-English language background[3]			
			Total	Individual speaks		
				English only[4]	A non-English language[5]	Not reported
Population 14–30 (000s)						
Hispanic	3,515	525	2,987	375	2,457	155
White, non-Hispanic	51,770	49,102	2,656	915	1,148	593
Percent enrolled in school[1]						
Hispanic	43	44	42	54	40	50
White, non-Hispanic	46	46	44	46	39	52
Percent not enrolled in school and not high school graduate						
Hispanic	25	9	27	15	30	19
White, non-Hispanic	7	7	11	8	17	*

*Percent not shown where estimate is less than 20,000 persons.
[1]Includes enrollment in both collegiate and noncollegiate postsecondary schools.
[2]English was the only language spoken in the household as a child and is the only language spoken in the household currently.
[3]A language other than English was spoken in the household as a child and/or is sometimes or usually spoken in the household currently.
[4]The individual speaks only English.
[5]The individual sometimes or usually speaks a language other than English.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.33.–High school noncompletion, by language background and language usage

Hispanics with a mono-English language background were almost as likely to complete high school as whites.

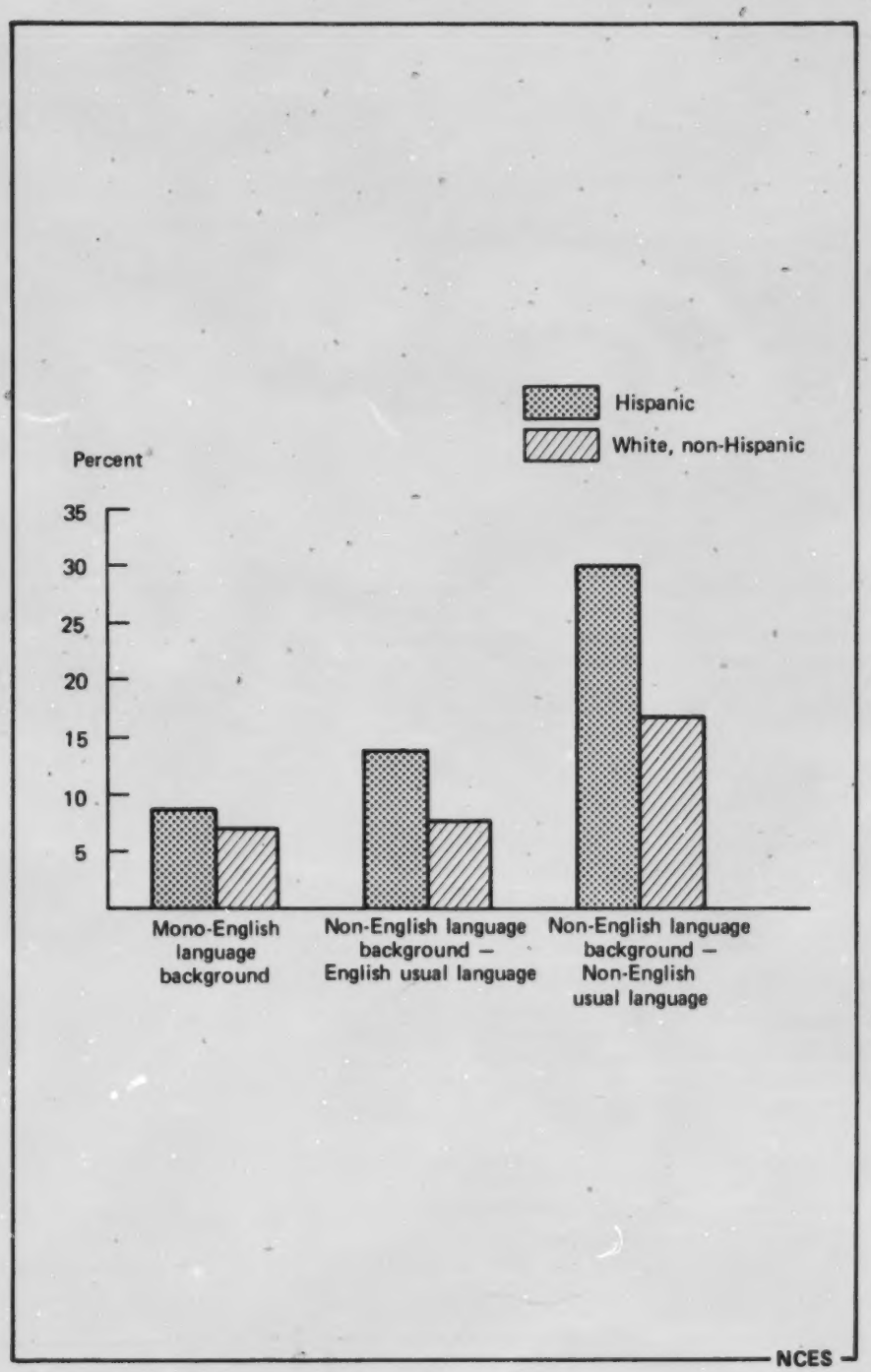


Table 2.34.–Number of Hispanic and white populations aged 14–30, percent enrolled in school, and percent not enrolled in school and not high school graduates, by poverty level: Spring 1976

Race/ethnic group and poverty level[1]	Number (000s)	Percent enrolled in school[2]	Percent not enrolled in school and not high school graduate
Hispanic			
Total	3,515	43	25
Below poverty level	807	44	37
100–124% above	305	41	31
125–149% above	315	46	29
150% and above	2,088	42	18
White, non-Hispanic			
Total	51,770	46	7
Below poverty level	4,261	43	19
100–124% above	1,947	47	17
125–149% above	2,176	45	15
150% and above	43,386	46	6

[1] Families and unrelated individuals are classified with respect to poverty level using an index adopted by a Federal Interagency Committee in 1969 and updated annually. The poverty threshold for a nonfarm family of four was $5,815 in 1976.

[2] Includes enrollment in both collegiate and non-collegiate postsecondary schools.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.34.–High school noncompletion rates, by poverty level

The incidence of high school noncompletion was about twice as high for Hispanics as whites at incomes below and above poverty level.

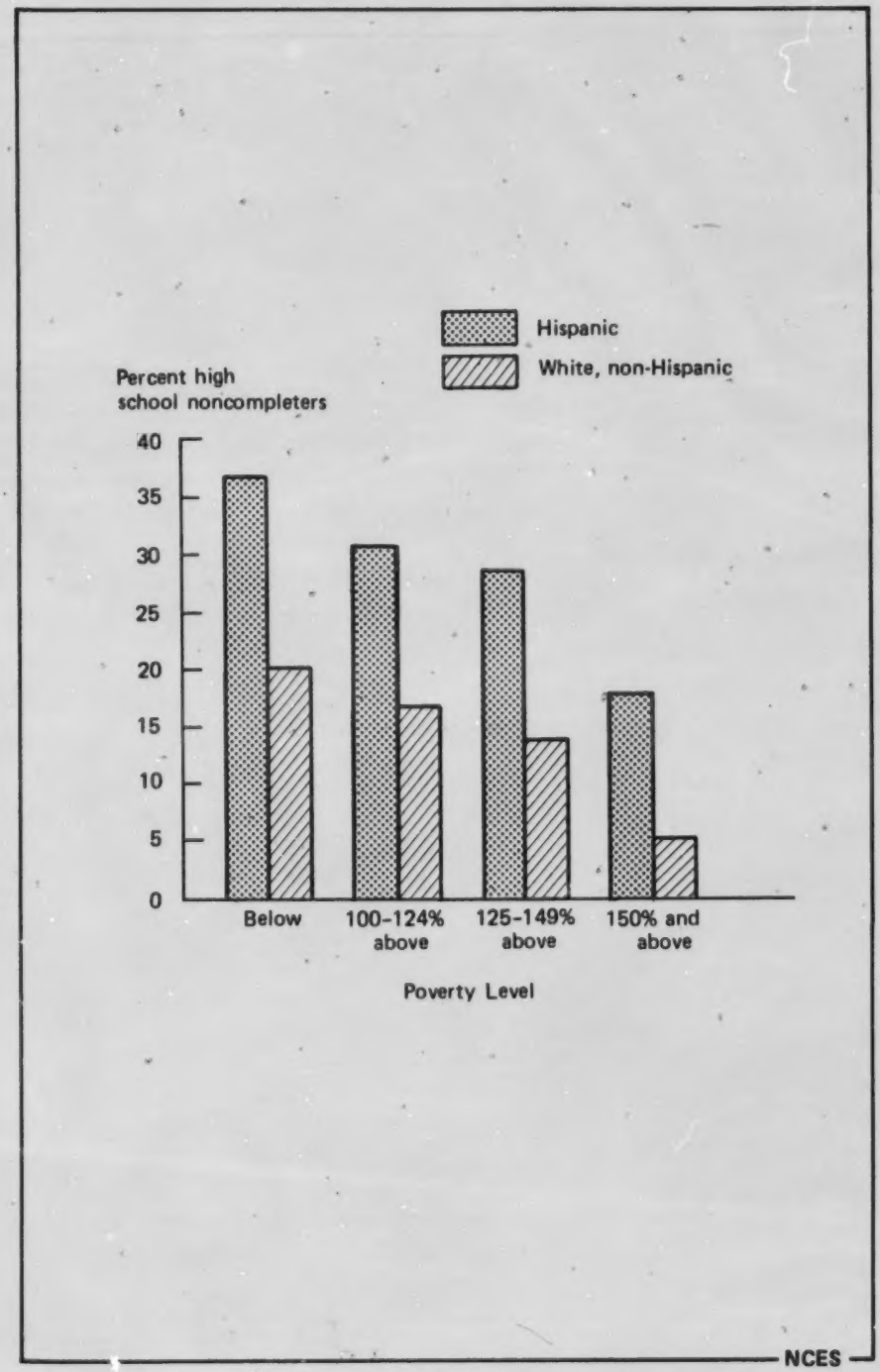


Table 2.35.–Number of Hispanic and white population aged 14–30, percent enrolled in school, and percent not enrolled in school and not high school graduates, by place of residence: Spring 1976

Race/ethnic group and place of residence	Number (000s)	Percent enrolled in school[1]	Percent not enrolled in school and not high school graduate
Hispanic			
Total	2,312	40	28
SMSA-central city[2]	1,272	39	30
SMSA-non-central city[2]	786	44	23
Non-metropolitan	253	33	33
White, non-Hispanic			
Total	28,834	46	7
SMSA-central city[2]	8,314	41	8
SMSA-non-central city[2]	16,059	48	5
Non-metropolitan	4,460	44	10

[1]Includes enrollment in both collegiate and non-collegiate postsecondary schools.
[2]Standard Metropolitan Statistical Area (SMSA). Except in New England, an SMSA is a county or group of contiguous counties which contain at least one city of 50,000 inhabitants or more, or "twin cities" with a comoined population of at least 50,000. In addition to the county or counties containing such a city or cities, contiguous counties are included in an SMSA if, according to certain criteria, they are essentially metropolitan in character and are socially and economically integrated with the central city. In New England, SMSA's consist of towns and cities, rather than counties.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 2.35.–High school noncompletion, by place of residence

Hispanics had a higher noncompletion rate than whites, regardless of residence.

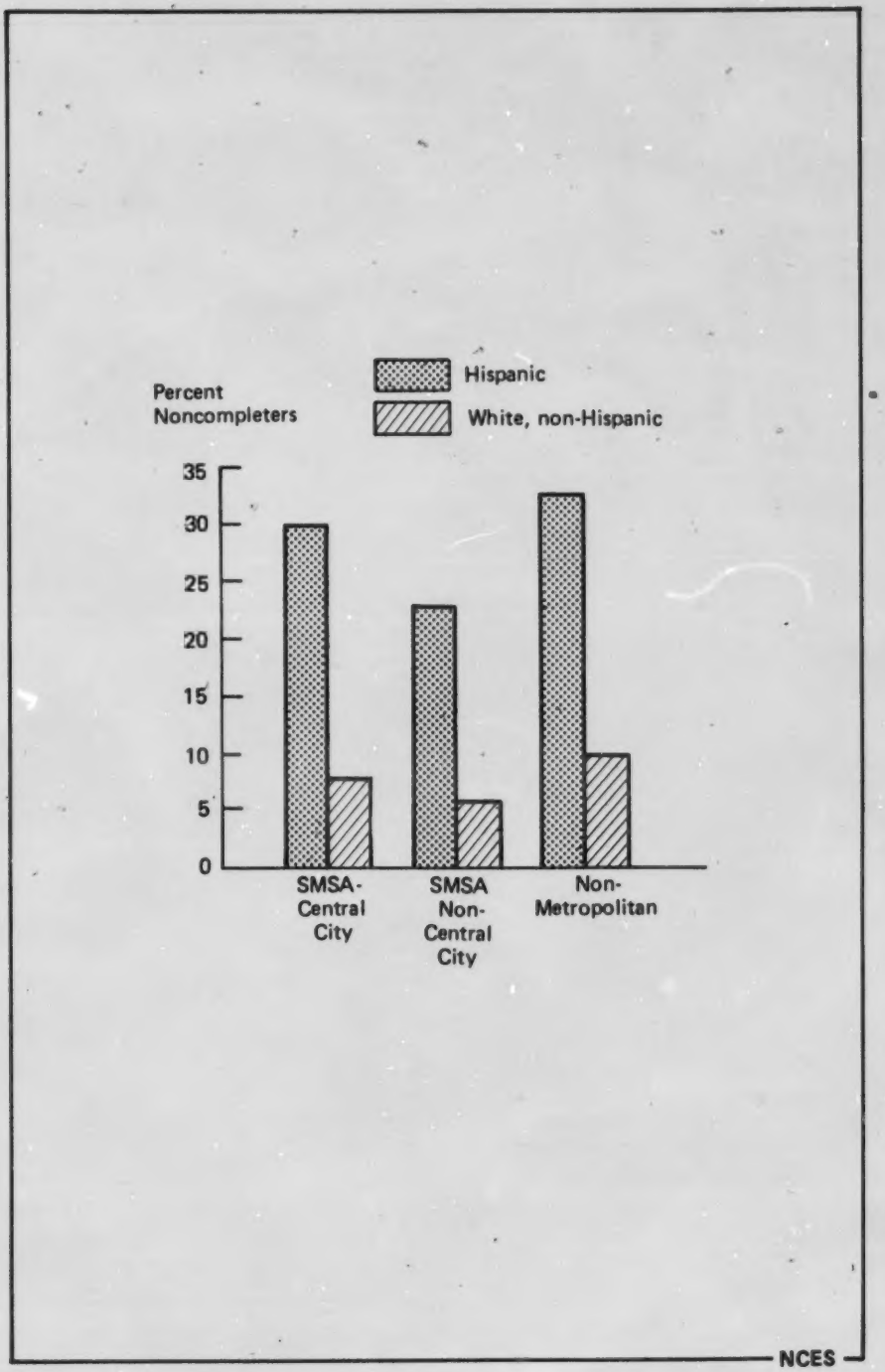


Table 2.36.–Race/ethnic distribution of full-time employees in public elementary and secondary schools, by sex: 1976

Sex	Number of full-time employees (000s)	Total	Percentage distribution		
			Hispanic	White	Other
Total	3,599	100.0	2.9	83.7	13.5
Males	1,278	100.0	3.0	86.1	10.9
Females	2,321	100.0	2.8	82.3	14.9

NOTE.–Details may not add to totals because of rounding.
SOURCE: Equal Employment Opportunity Commission, Elementary-Secondary Staff Information Report (EEO-5), October 1976, unpublished tabulations.

Chart 2.36.–Full-time employees in public elementary and secondary schools

Hispanics comprised a very small fraction of employees in public elementary and secondary schools.

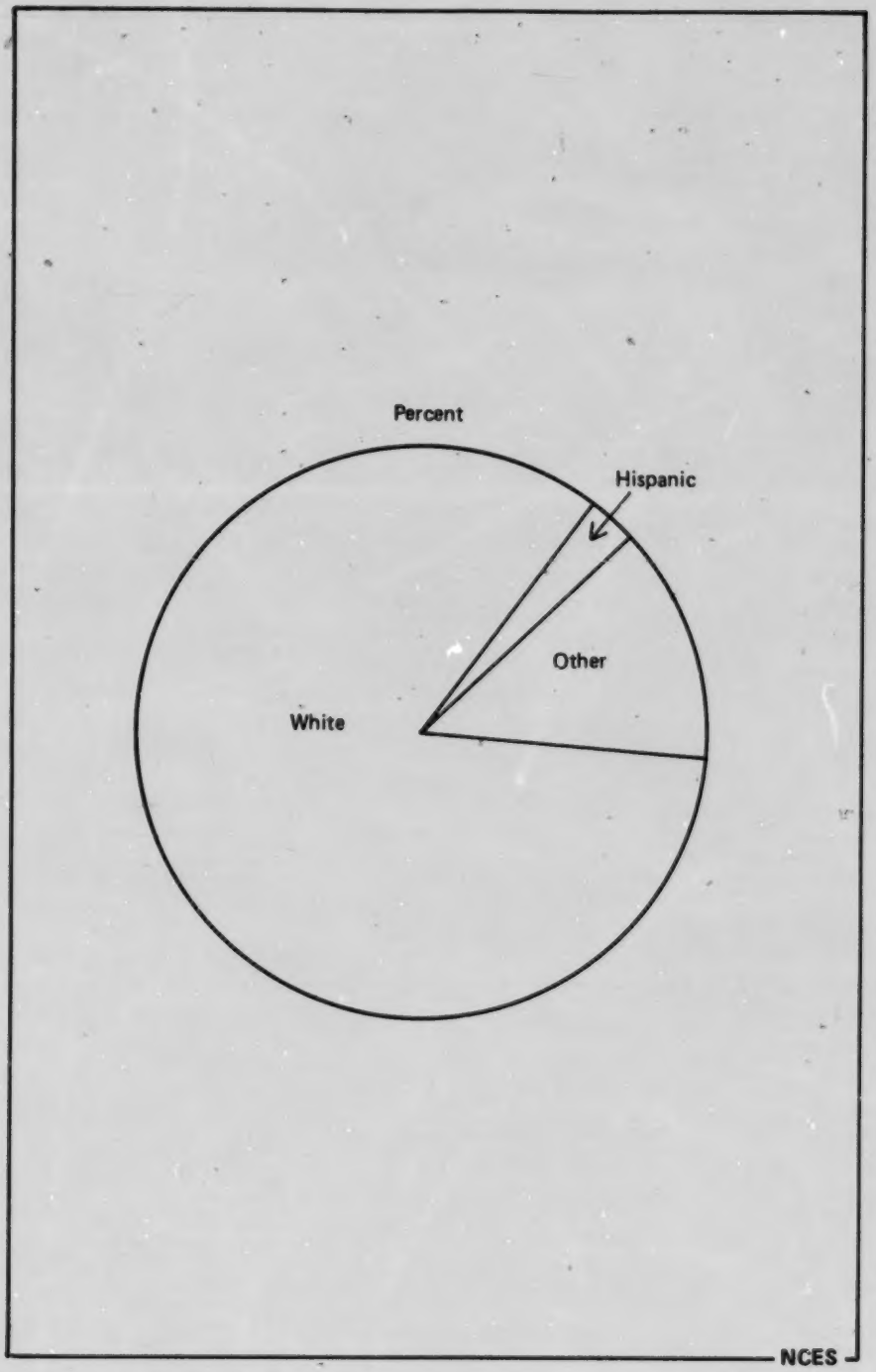


Table 2.37.–Employment patterns of Hispanics in public elementary and secondary schools, by selected States: 1976

Employee category	Total U.S.	Selected states[1]								
		Arizona	California	Colorado	Florida	Illinois	New Jersey	New Mexico	New York	Texas
Percent of total employees that were Hispanic	2.9	9.6	8.1	6.2	3.8	1.4	1.3	34.8	2.7	15.8
Number of Hispanic employees	103,331	3,937	25,525	3,126	5,400	2,472	1,667	8,489	7,393	36,848
Distribution of Hispanic employees by employment category, total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Administrators	0.9	0.6	0.9	0.9	0.2	1.0	0.6	1.2	0.6	0.9
Principals/asst. principals	1.7	2.1	2.0	2.5	1.1	0.8	1.0	2.8	1.6	1.7
Teachers	34.6	34.4	32.0	35.2	35.0	41.7	43.9	33.6	36.3	33.5
Other professional staff[2]	4.7	4.8	5.2	5.0	5.6	7.3	10.6	3.6	3.8	3.9
Teacher aides	19.4	13.8	19.9	19.5	18.4	19.9	13.5	16.5	26.8	18.7
Secretaries/ technicians	8.0	11.1	12.3	6.6	8.1	9.4	5.5	8.7	5.0	5.9
Service workers	30.6	32.9	27.7	30.4	31.6	20.0	24.9	33.7	25.8	35.2

[1] Those having the largest Hispanic population.
[2] Guidance, psychologists, librarians, audio-visual, consultants.
NOTE.–Details may not add to totals because of rounding.
SOURCE: Equal Employment Opportunity Commission, Elementary-Secondary Staff Information Report (EEO-5), October 1976, unpublished tabulations.

Chart 2.37.–Percent distribution of Hispanics in public elementary and secondary schools

There were almost as many Hispanic service workers as there were Hispanic teachers.

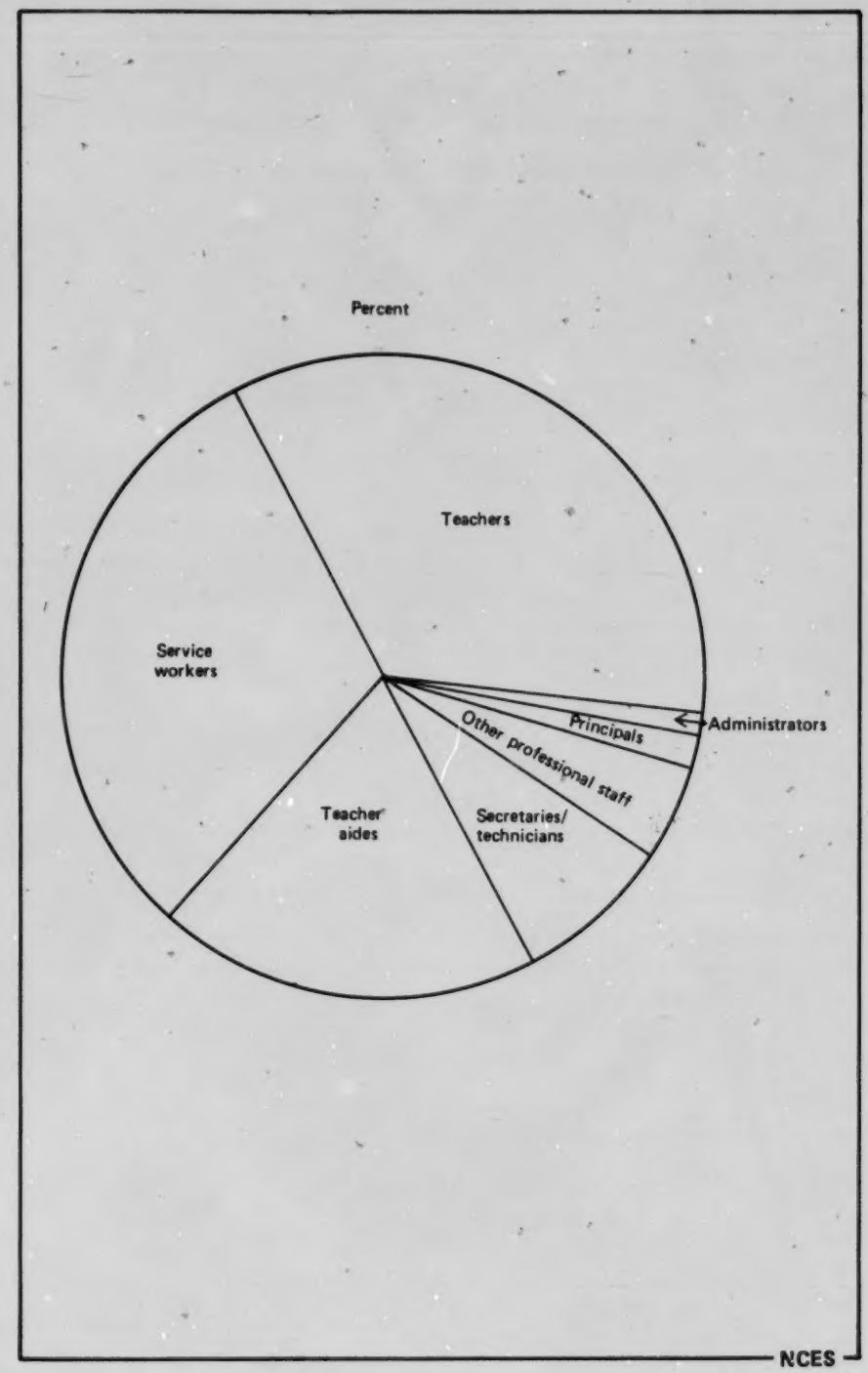


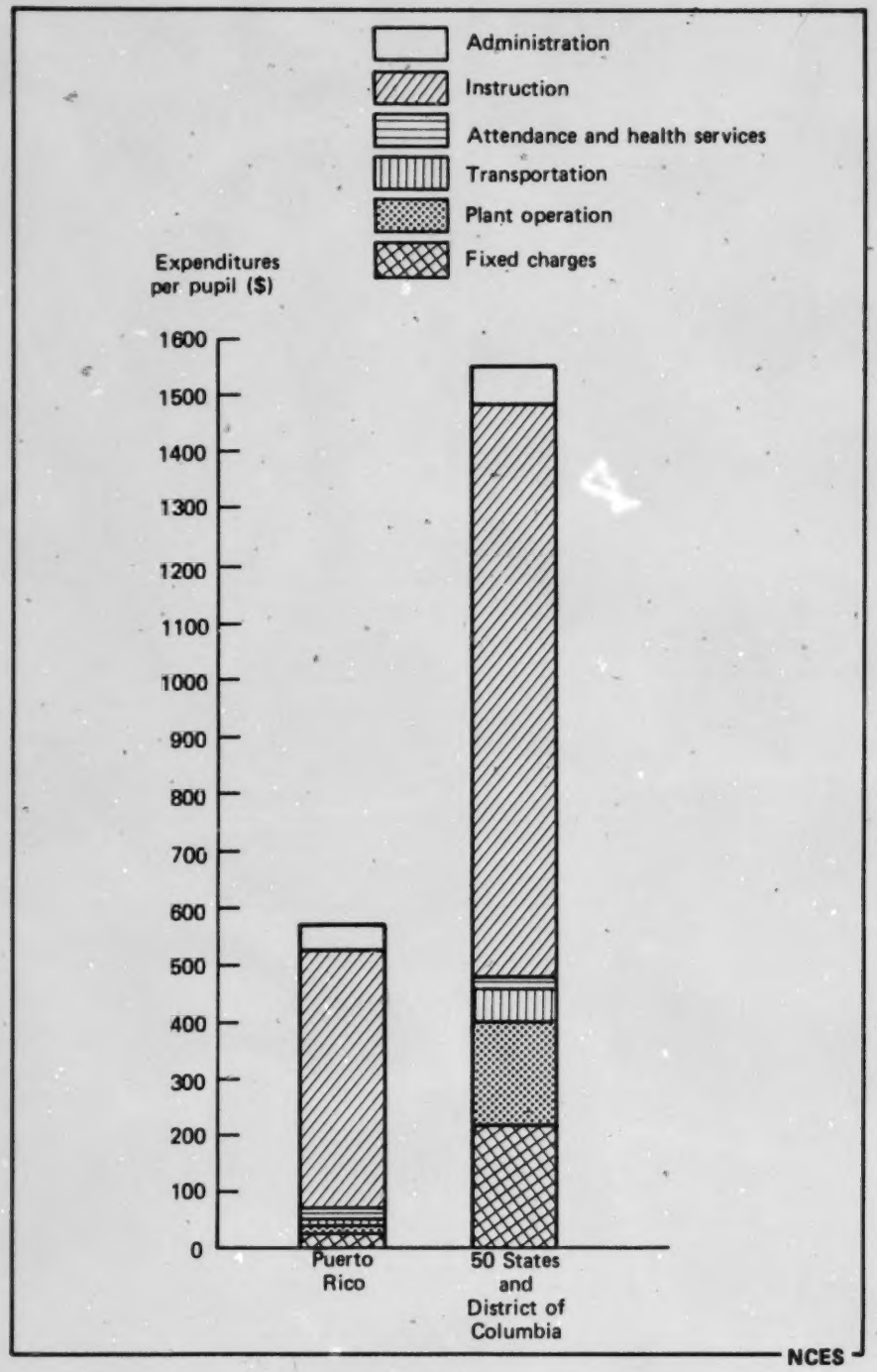
Table 2.38.–Revenues and expenditures per pupil in public elementary and secondary schools: 50 States and D.C., and Puerto Rico: 1976–1977

Revenues and expenditures	50 States and D.C.		Puerto Rico	
	Amount	Percent	Amount	Percent
Revenues per pupil				
Total	$1,845	100.0	$678	100.0
Federal	162	8.8	179	26.4
State	801	43.4	500	73.7
Local	882	47.8	0	0
Expenditures per pupil				
Total	$1,544	100.0	$582	100.0
Administration	64	4.1	30	5.2
Instruction	1,026	66.5	478	82.2
Attendance and health services	15	0.9	11	1.9
Transportation services	61	4.0	16	2.7
Plant operation and maintenance services	180	11.6	18	3.1
Fixed charges	199	12.9	28	4.9

SOURCE: Department of Health, Education, and Welfare, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary Education*, 1976-77.

Chart 2.38.–Expenditures per pupil in public elementary and secondary schools: 50 States and District of Columbia, and Puerto Rico: 1976–1977

Per pupil expenditures were much lower in Puerto Rico compared to 50 States and District of Columbia.



Chapter 3
HISPANIC PARTICIPATION IN POSTSECONDARY EDUCATION

As in elementary and secondary education, Hispanics showed different patterns from majority Americans in their participation in postsecondary education and in their educational attainment. While Hispanics have increased their enrollment in higher education, this enrollment has been primarily centered in 2-year colleges. Even so, Hispanic students are still underrepresented (compared to their 5.6 percent share of the country's total population) in undergraduate, graduate, and professional education (entry 3.01). Hispanics are even more underrepresented in terms of attaining degrees, as they earned 2 percent or less of the bachelor and graduate degrees awarded in 1976-77.

Hispanic Participation in Noncollegiate Postsecondary Education

Vocational Education

About five percent of the participants in vocational programs in noncollegiate schools were Hispanic, almost half of whom were Mexican Americans (entry 3.02). One noteworthy difference between Hispanic and white vocational students concerns their previous educational attainment (entry 3.03). A higher percentage of Hispanics (24 percent) than of whites (6.0 percent) did not have a high school diploma. Another point of difference is that Hispanics were more likely than whites to be enrolled in trade and industrial technologies, but less likely to be enrolled in health programs (entry 3.04). With respect to full-time versus part-time attendance patterns, Hispanics and whites were similar, with about one-fifth each enrolled full-time (entry 3.05).

Adult Basic and Secondary Education

Adult basic and secondary education includes instruction for the high school equivalency examination and instruction in English as a Second Language (ESL). Hispanics accounted for about one-fifth of the total participants in Federally funded adult basic education (entry 3.06). In three States (Arizona, California, and New Mexico), Hispanics comprised more than half of the total participants. There were somewhat more women than men enrolled in these programs (entry 3.07).

Participation in Collegiate Education

Hispanics in the 18 to 34 age population had a lower college enrollment rate than did whites (entry 3.08). However, the educational disadvantages of Hispanics at the elementary and secondary level, discussed in chapter 2, lead inevitably to a smaller

number of Hispanic high school graduates in the population. This resulted in a smaller number of potential college enrollees. In 1977, 83.9 percent of whites (18-to-34-year-olds), were high school graduates in contrast with 55.5 percent of Hispanics (entry 3.08). Of those Hispanics who had completed high school, a slightly higher percentage (21.2 percent) were enrolled in college than was the case for white high school graduates (19.8 percent).

Since 1970, the number of Hispanic full-time undergraduate students doubled while their percentage of total full-time enrollment increased from 2.1 to 3.5. The number of Hispanics enrolled in graduate and professional schools more than doubled and the percentage increased from 1.2 to 2.2 (entry 3.09). This increase in Hispanic enrollments occurred during a growth period when enrollments were increasing for both minority and majority students. Further, changing the definition of Spanish origin students in 1974 from "Spanish surname" to "Hispanic origin" may account for a portion of the numerical and percentage increases. Even so, Hispanics still comprised a very small component of the full-time enrollment in higher education.

As entry 3.10 shows, Puerto Rico plays a major role in the higher education of Hispanics in the aggregate United States.[1] In 1978, enrollments in Puerto Rico accounted for one in four of all Hispanic undergraduates, one in six Hispanic graduate students, and nearly one in four Hispanic first-professional students (entry 3.10). (Since most of the tables in this chapter were designed to portray differences between Hispanics and whites in higher education on the mainland, data for Puerto Rico are *not* included except where the table specifically mentions their inclusion.)

Hispanic students differ in their participation in collegiate education from whites with respect to: level of enrollment, attendance status (full-time versus part-time), type of institution attended, and geographical distribution. A higher percentage of Hispanics than whites were concentrated in the freshman and sophomore years of college (81 percent versus 72 percent). Of particular note in entry 3.11 is the high percentage (30 percent) of Hispanic students who were classified as "other first-year" rather than as "first-time freshmen." This suggests that many Hispanics take more than a year to complete their first-year of college, possibly due in part to a lower rate of full-time attendance.

In 4-year institutions a higher percentage of Hispanic than white undergraduates were part-time students (entry 3.12). In 2-year colleges, however, only about a third of both whites and Hispanics attended full time. The low full-time attendance rate of students in 2-year colleges affects Hispanic educational advancement more than whites since Hispanics are concentrated in 2-year colleges. Forty-two percent of Hispanic full-time undergraduates were enrolled in 2-year colleges compared with 23 percent of whites (entry 3.13). Among juniors and seniors, Hispanics were less likely to be attending universities, as opposed to other 4-year colleges. Thirty-five percent of all white full-time freshmen and sophomores were enrolled in 2-year colleges in contrast with 55 percent of their Hispanic counterparts (entry 3.14). Also shown in entry 3.14 are State data regarding the concentration of Hispanics in 2-year colleges; enrollments in California, which accounted for over a third of all Hispanic full-time enrollments in 2-year colleges, declined from 36,649 in 1976 to 30,057 in 1978. White full-time enrollment dropped from 215,099 to 170,650 during the same period.[2]

Another pattern that distinguishes Hispanic enrollments is the institutional concentration of Hispanic undergraduates. Entries 3.15 through 3.17 show that Hispanic students were concentrated in a

[1]Aggregate United States includes the 50 States, the District of Columbia, and all outlying areas, such as Puerto Rico, Guam, etc.

[2]Special tabulations, National Center for Education Statistics.

small number of institutions. The 21 institutions listed in entries 3.15 and 3.16 enrolled 24 percent of all Hispanic students on the U.S. mainland. When the 34 institutions in Puerto Rico are added (entry 3.17), these 55 schools accounted for 43 percent of all Hispanic students in the aggregate United States. Of the institutions on the U.S. mainland, four could be classified as "historically Hispanic," since they were established specifically to serve Hispanic students and have bilingual curricula and Hispanic leadership. The four institutions are: Boricua College, Colegio Cesar Chavez, D-Q University, and CUNY Hostos Community College. These institutions were established in the 1970's and as of fall 1978 enrolled only 2,154 Hispanic students.

Another obvious pattern of Hispanic enrollments is the geographical distribution of the schools enrolling significant numbers or percentages of Hispanics. Entry 3.18 reveals State enrollment patterns, which parallel the geographical distribution of Hispanics. Only New Mexico — whose population is nearly 40 percent Hispanic — had more than 10 percent Hispanic enrollments at all three levels: undergraduate, graduate, and first-professional. Hispanic undergraduate enrollment in Texas was 13 percent. No other State exceeded 10 percent in any of the three enrollment levels.

Puerto Rican student migration and reverse-migration data are displayed in entries 3.19 and 3.20. In 1975, 4,547 of the students enrolled in colleges in the United States identified themselves as residents of Puerto Rico. This number represented four percent of all Puerto Rican residents who were enrolled in college. Over a thousand mainland U.S. residents attended college in Puerto Rico in 1975.

Enrollment and Degree Patterns

This section presents the latest data collected by NCES/OCR on degrees earned by Hispanics in the school year 1976-77. There are also enrollment data for the 1978-79 school year (by six fields of study) which give an indication as to whether the degree patterns evident in 1976-77 may continue or change.

Entry 3.21 summarizes 1976-77 degree awards to Hispanics and shows that on the U.S. mainland Hispanics earned: 4.1 percent of all associate degrees; 2.0 percent of all bachelor's degrees; 1.9 percent of all master's degrees; 1.6 percent of all doctoral degrees; and 1.7 percent of all first-professional degrees.

The analysis of 1976-77 degree awards by field of study shows considerable differences between Hispanics and whites in associate degree patterns, but only slight differences in baccalaureate degree patterns. For associate degrees, 43 percent of mainland Hispanics concentrated in the arts and sciences, which is primarily a transfer curricula, compared to 34 percent of white students (entry 3.22). Within the occupational programs in 2-year colleges, mainland Hispanic and white distribution patterns resembled each other, although Hispanics less frequently earned degrees in health service/paramedic and natural science programs.

For baccalaureate degrees, mainland Hispanic and white degree patterns generally resembled each other, with Hispanics more frequently majoring in social sciences and "foreign" languages (entry 3.23). Enrollment data for 1978 in the six fields for which data were collected indicate that the patterns shown for bachelor's degrees will probably continue, with more whites enrolling in scientific fields than do Hispanics (entry 3.24).

At the master's level, Hispanics were more likely than whites to earn degrees in education and "foreign" languages, and less likely to earn degrees in the sciences and business/management fields (entry 3.25). This pattern becomes more pronounced at the doctoral level (entry 3.26). Enrollment data for six selected fields in 1978 suggest that this trend is likely to continue as a higher percent of white than Hispanic graduate students were enrolled in fields such as business, biology, physical sciences, and engineering (entry 3.27).

Of the first-professional degrees awarded in 1976-77, a higher percentage of Hispanics than whites concentrated in law (entry 3.28). However, enrollment data for 1978 indicate a shift away from law for both Hispanic and white students, with Hispanics showing an increased percentage enrollment in medicine (entry 3.29).

Characteristics of Hispanic College Students.

The previous entries have analyzed the institutional and curricular patterns of Hispanics in postsecondary education. This section describes in more detail the students themselves, including their withdrawal, transfer, and attainment patterns; their family characteristics; and their language characteristics. Previous data on enrollment and degrees were based on surveys of virtually all colleges and universities and are relatively free of sampling error. Most of the data in this section are based on the *National Longitudinal Study (NLS) of the High School Class of 1972* and the *Survey of Income and Education (SIE),* both of which are sample surveys and therefore subject to sampling error.

Entries 3.30 through 3.33 show the extent to which attrition took its toll on Hispanic college enrollees. The longitudinal study of the high school class of 1972 shows attrition rates for Hispanics began to exceed those of whites in the first-year of college (entry 3.30). By 1974, both higher attrition rates and lower rates of transferring from 2-year colleges to 4-year colleges were evident for Hispanics (entry 3.32). Hispanics left college more often for financial reasons or grades while whites more frequently said they found school to be irrelevant (entry 3.31).

By 1976, four years after enrolling in academic college programs, Hispanics showed much higher attrition rates than their white counterparts (entry 3.33). The data also showed correspondingly lower Hispanic graduation rates, which are explained less by the length of time Hispanics take to earn a bachelor's degree, than by their significantly higher noncompletion rate (57 percent for Hispanic men and 34 percent for both white men and women.)

Data collected by the National Research Council, Commission on Human Resources, show that about a fourth of the Hispanics who earned doctorates in the United States (including Puerto Rico) between 1973 and 1976 were not U.S. citizens. About three-fourths of these were in the United States on temporary visas (entry 3.34).

Data summarized in entry 3.35 corroborate other data on Hispanic and white educational patterns noted elsewhere in this report. For example, the median age of U.S. Hispanic doctorates at the time they completed their degree was 33.8 in contrast with a median age of 31.5 for whites. About one year of this difference can be attributed to the older age at which Hispanic doctorates earned their bachelor's degrees. However, the time during which Hispanics were enrolled in graduate study ("registered time") was almost exactly the same as that of whites. Such data suggest that Hispanics to a greater extent than whites tend to "stop out" or delay their graduate studies. It is also worth noting that fewer Hispanics held teaching or research assistantships while working toward their degrees.

Survey of Income and Education data revealed several important characteristics of Hispanic college students. Entry 3.36 shows that Hispanic students came from poorer families than did white students, and more frequently were "independent" from parental support. Of course, given the poverty of many Hispanic families, it is unlikely that many were able to provide financial assistance to their children. The concentration of Hispanics in 2-year colleges also means that proportionately fewer Hispanic than white students live in campus housing. Parents of Hispanic college students (who lived at home) were not likely to be college graduates themselves. In fact, entry 3.37 indicates that over half of these Hispanic parents did not graduate from high school, compared with 15 percent of white parents. Entry 3.38 notes the educational attainment among Hispanic subgroups. Hispanic college students were also likely to come from homes where Spanish was spoken when they were children (entry 3.39). The percentage of students who speak Spanish themselves varied among Hispanic subgroups, ranging from 58 percent for "other Hispanics" to 96 percent for Cubans. [Note that Cubans tend to have higher education levels than do other Hispanic subgroups (entry 3.38).]

Hispanic Personnel and Trustees in Collegiate Education

Few Hispanics held professional positions in postsecondary institutions. Equal Employment

Opportunity Commission (EEOC) data for 1977 (entry 3.40) indicated that Hispanics comprised:

> 2.7 percent of all full-time employees in colleges and universities, 1.4 percent of higher education executives, 1.5 percent of faculty, 1.8 percent of non-faculty professionals, 3.1 percent of secretaries, 3.4 percent of paraprofessionals, 3.5 percent of skilled crafts workers, and 5.8 percent of maintenance workers.

Recent studies indicated that very few Hispanics served as college administrators, trustees, or statewide education board members. A 1979 study (of U.S. mainland colleges) noted that 14 two-year colleges and 2 four-year colleges had Hispanic presidents.[3] A 1977 survey of college trustees indicated that among public 2-year colleges, less than 2 percent of the trustees were Hispanic, and among private 2-year colleges less than 0.3 percent were Hispanic.[4] In 1977, 5 of 463 statewide education board members (1.1 percent) were "Spanish-speaking."[5]

Entries 3.41 and 3.42 show 1975 data on salary and tenure of employees in higher education. Median salaries for Hispanics were lower than those of whites in six of eight occupations. Hispanic full-time faculty, relative to whites, were less likely to be senior in rank and more likely found in junior positions (e.g., instructors).

Hispanics and the Office of Education

Hispanic students participated in numerous programs administered by the United States Office of Education (OE), particularly those for which financial need or "underrepresentedness" are criteria. However, not all OE programs maintain racial/ethnic participant data, and in some programs, participant identities are commingled. In the following programs, data are available on Hispanic participation.

Title III, a program of aid to "developing institutions," awarded in 1979 its largest amount (over 10 million dollars) to colleges with 20 percent or more Hispanic enrollment (entry 3.43). This amount included awards of almost 3 million dollars to 10 institutions in Puerto Rico. The 7½ million dollars awarded to 25 colleges on the U.S. mainland accounted for 6.4 percent of all Title III funds appropriated.

Entry 3.44 shows the extent of Hispanic participation in several Federal programs designed to assist persons from disadvantaged backgrounds in attending college. The data show that Hispanic participation in these special programs has remained relatively constant. Hispanic participation was 18 percent in 1974-75 in Educational Opportunity Centers, set up to assist low-income persons desiring a college education. Participation increased to 20 percent in 1977-78. Special Services, which helps students to complete college, decreased from 19 percent Hispanic participation in 1971-72 to 17 percent in 1977-78. Hispanics comprised 18 to 21 percent of the students served in the Talent Search program, which identifies and encourages promising high school students to attend college. Upward Bound, which assists young people with inadequate preparation to enter and succeed in college, fluctuated between 9 and 11 percent Hispanic participation for this time period. The Graduate and Professional Opportunities Program (GPOP), a fellowship program designed to increase the number of minority and women doctoral students, awarded almost 17 percent of its fellowships to Hispanics in 1978, but this decreased to 13.1 percent in 1979 (entry 3.45).

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[3]Michael Olivas, *The Dilemma of Access* (Washington, D.C.: Howard University Press, 1979), p.94; NCES, *Education Directory, Colleges and Universities*, 1977-78.

[4]Sandra Drake, *Research Report: A Study of Community and Junior College Boards of Trustees* (Washington, D.C.: American Association of Community and Junior Colleges, 1977), Table 2.

[5]J.L. Salazar and S.V. Martorana, *State Postsecondary Education Planning (1202) Commissions: A First Look* (University Park: Pennsylvania State University, 1978), p.29.

Entry 3.46 shows the percent of Hispanic employees in OE, the Federal agency which administers these programs. Hispanics comprised 2.7 percent of the entire OE staff, which includes the Hispanic Concerns Staff and the Office of Bilingual Education. Hispanics accounted for 3.7 percent of the male employees and 1.9 percent of the female employees.

Table 3.01.–An overview of Hispanic participation in postsecondary and adult education, by type of enrollment: 1978

Type of enrollment	Number of Hispanics enrolled[1]	Hispanics as a percent of total enrollment
Colleges and universities		
Undergraduates	345,403	4.0
2-year	198,091	5.9
4-year	147,312	2.8
Graduate	21,060	2.0
First-professional	5,353	2.1
Noncollegiate vocational schools[2]	24,812	5.3
Adult basic and secondary education	352,538	21.3

[1]Excludes Puerto Rico.
[2]Data for year 1979.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics; Opening Fall Enrollment, 1978; Characteristics of Students in Noncollegiate Postsecondary Schools, 1979; Adult Basic and Secondary Education Program Statistics, 1978, special tabulations.

Chart 3.01.–An overview of Hispanic participation in postsecondary and adult education, by type of enrollment: 1978

In postsecondary education, Hispanics were concentrated in 2-year colleges and Adult Basic and Secondary Education, and underrepresented in 4-year undergraduate education, and in graduate and first-professional programs in relation to their percent of the population.

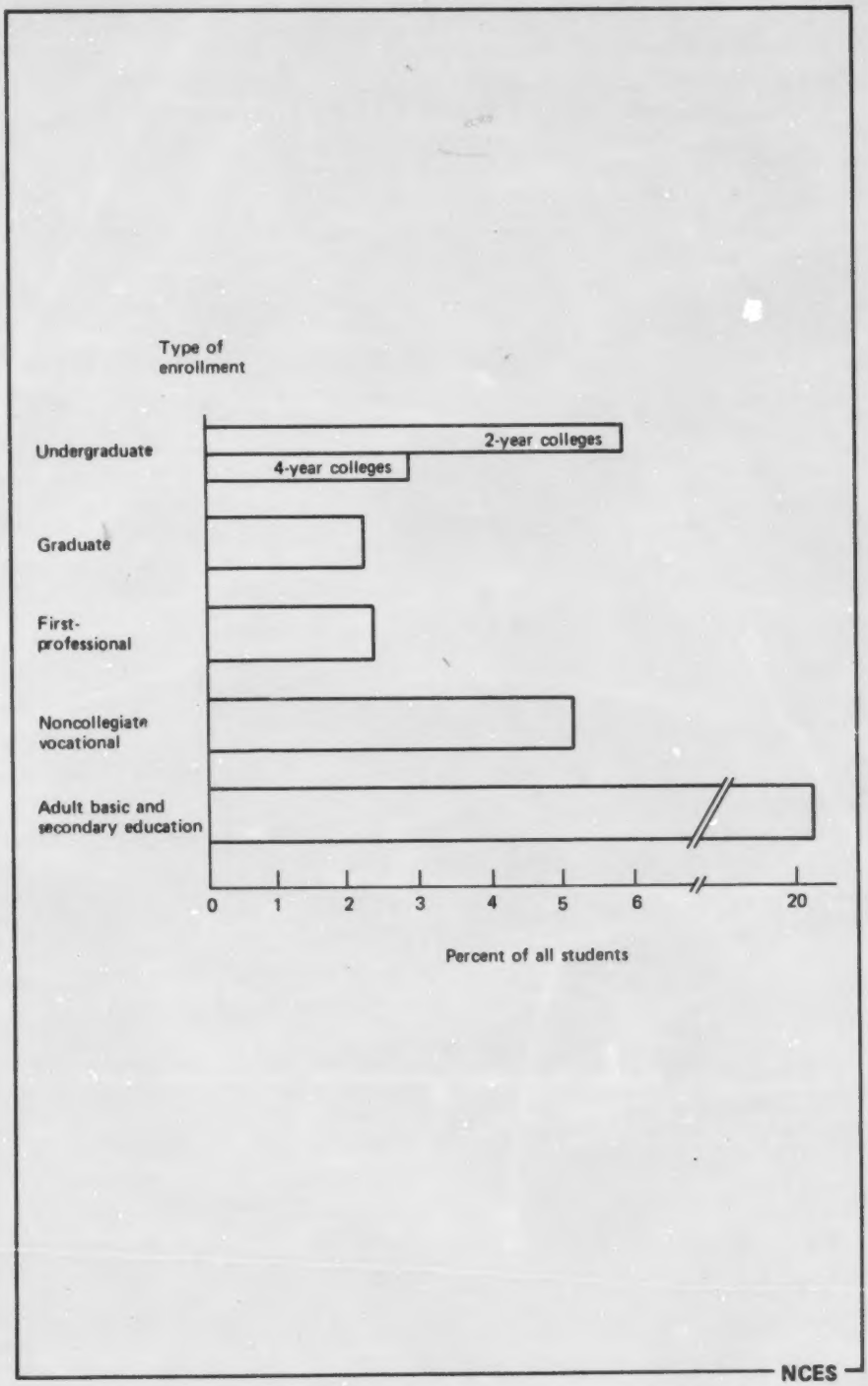

Table 3.02.–Hispanic enrollment in occupational programs in noncollegiate postsecondary schools, by subgroup: 1979

(Percent distribution)

Hispanic enrollment[1]		Hispanic subgroup						
Number	Percent of all students	Total	Mexican-American	Puerto Rican	Central or South American	Cuban	Other Hispanic	No Answer
24,812	5.3	100	47	15	15	3	17	3

[1]Excludes Puerto Rico.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Characteristics of Students in Noncollegiate Postsecondary Schools, 1979, special tabulations.

Chart 3.02.–Hispanic enrollment in occupational programs, by subgroup

Mexican Americans comprised almost half of the Hispanic enrollment in noncollegiate postsecondary schools.

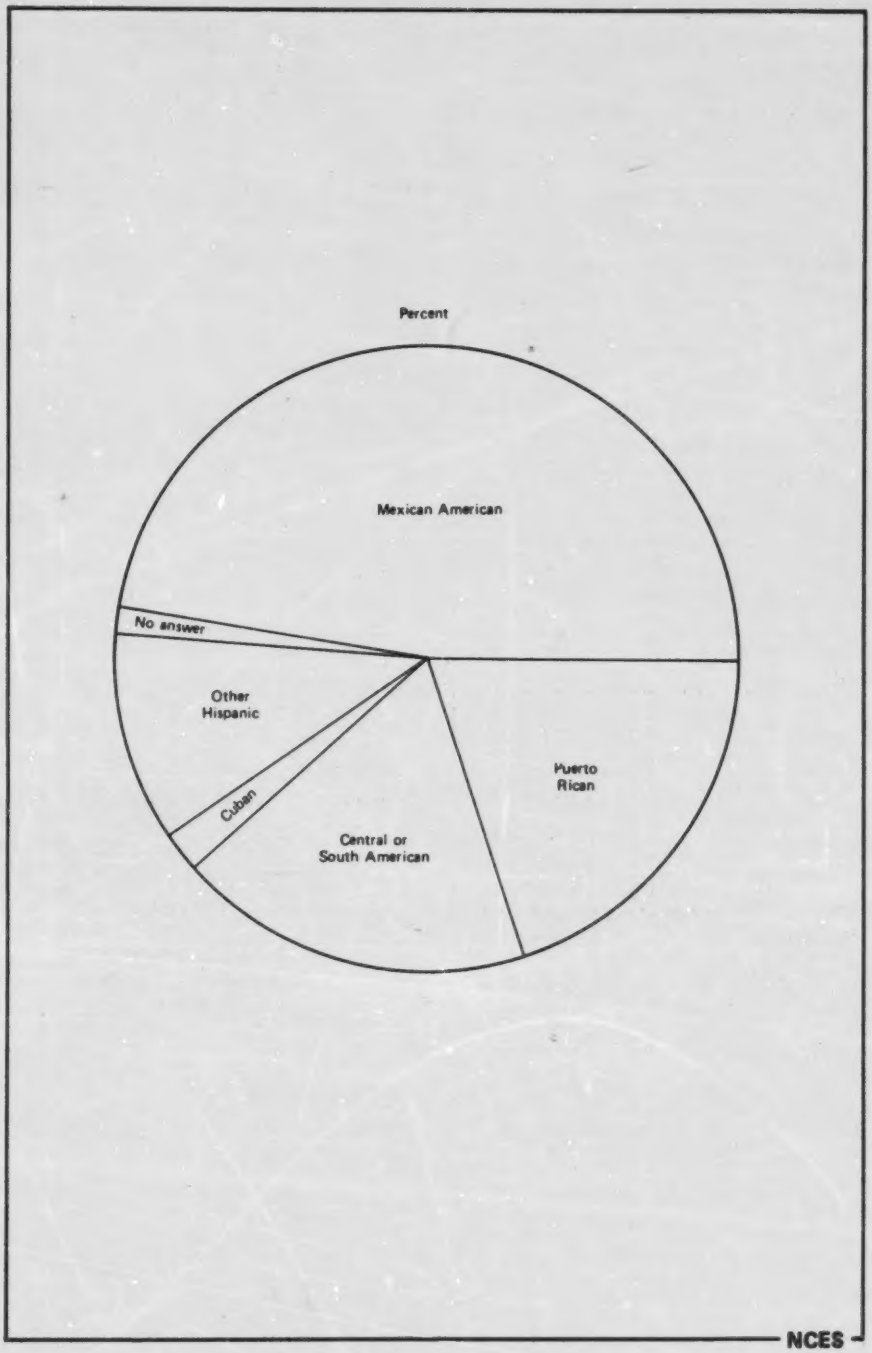

Table 3.03.–Distribution of Hispanic and white participants in occupational programs in noncollegiate postsecondary schools, by amount of previous education: 1979

Highest level of previous education	Hispanic[1]	White, non-Hispanic
	(Percent distribution)	
Total	100	100
Less than high school	24	5
High school graduate	47	56
General Education Development (GED)	8	9
Completed other postsecondary vocational/ trade program	6	6
Some college, no degree	9	18
Two years of college, associate degree	2	3
Four years of college or more, bachelor's degree	1	3

[1]Excludes Puerto Rico.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Characteristics of Students in Noncollegiate Postsecondary Schools, 1979, special tabulations.

Chart 3.03.–Distribution of Hispanic and white participants in occupational programs, by amount of previous education

Five times as many Hispanics as whites in postsecondary vocational schools had not graduated from high school.

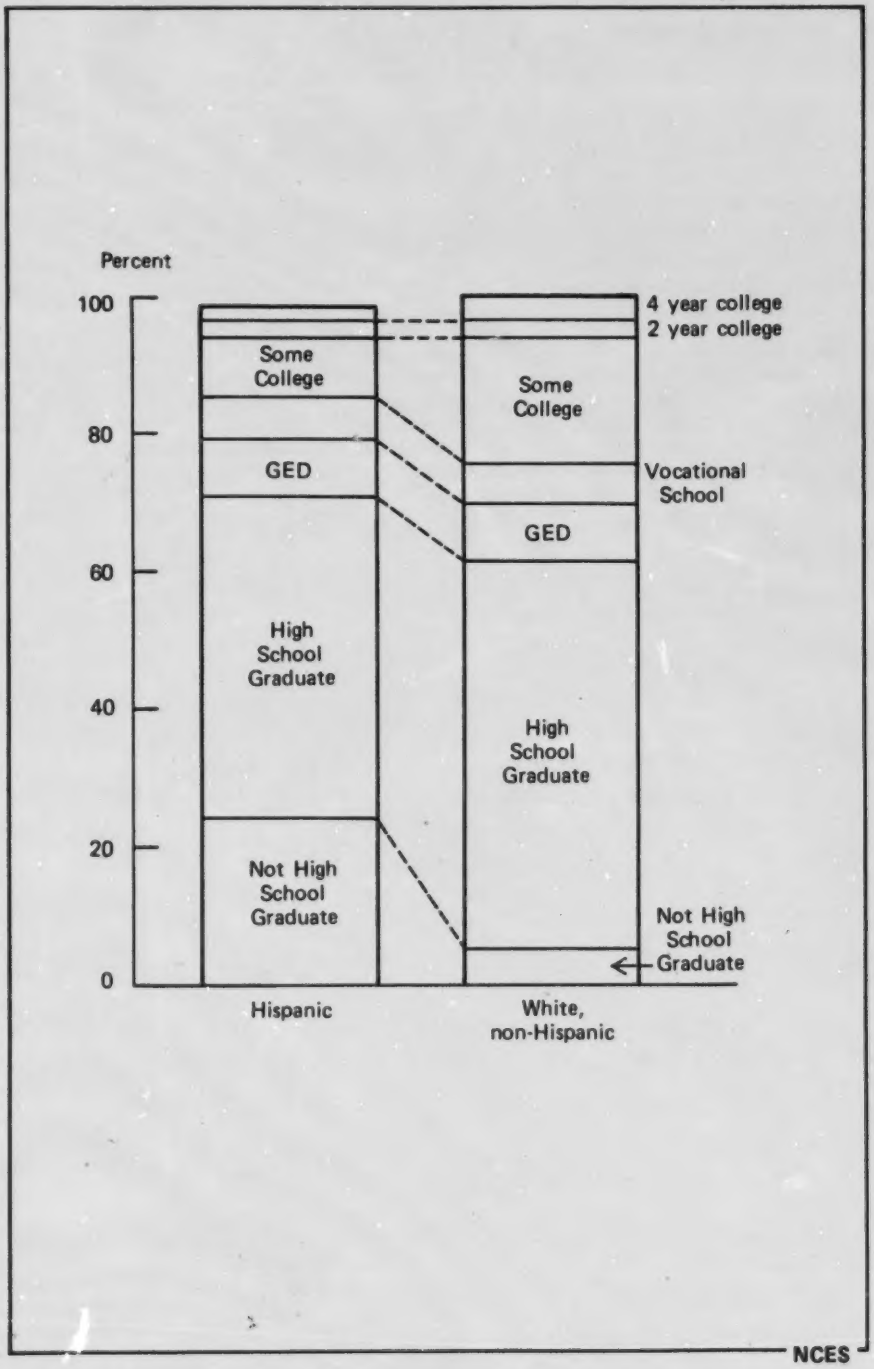

Table 3.04.–Distribution of Hispanic and white participants in noncollegiate postsecondary schools, by occupational program: 1979

Occupational program	Hispanic[1]		White, non-Hispanic
	Number	Percent	Percent
Total	24,812	100	100
Agriculture	31	0	1
Marketing/distribution	178	1	4
Health occupations	3,168	13	18
Home economics	142	1	1
Business/office	6,229	25	22
Technical occupations	1,401	6	9
Trade/industry	13,663	55	45

[1] Excludes Puerto Rico.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Characteristics of Students in Noncollegiate Postsecondary Schools, 1979, special tabulations.

Chart 3.04.–Distribution of Hispanic and white vocational students, by occupational program

Hispanics had higher participation rates than whites in trade/ industry programs and lower rates in health programs.

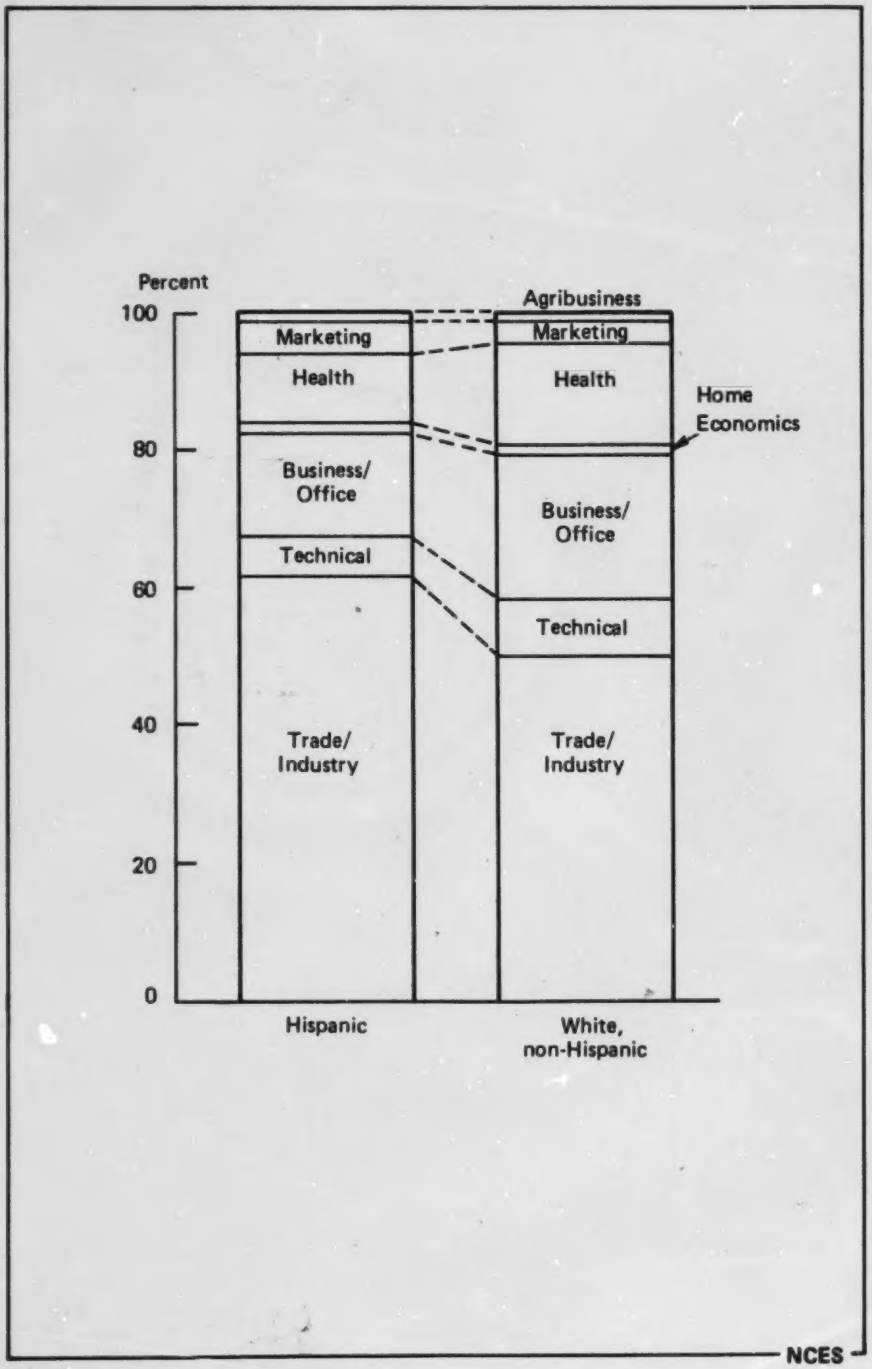

Table 3.05.–Attendance status of Hispanic and white populations aged 14 years old and over enrolled in vocational schools: October 1976

	Total population 14 years old and over (000s)	Attend vocational school[1]		Vocational school attendance status				
		Number (000s)	Percent	Total	Full-time	Part-time	Correspondence school	Unknown
Hispanic . . .	7,703	139	1.8	100	21.6	59.7	11.5	7.2
White[2]	143,250	2,829	2.0	100	19.2	58.0	15.1	7.7

[1] Persons enrolled in a vocational, technical, business, or correspondence school other than on-the-job training. Enrollment does not include high school vocational programs, adult education, continuing education, etc.
[2] Includes white Hispanics.
NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Commerce, Bureau of the Census, *Vocational School Experience: October 1976,* Current Population Reports, Series P-20, No. 343, 1979.

Chart 3.05.–Attendance status of Hispanics and whites enrolled in postsecondary vocational schools

Full-time/part-time enrollment rates in postsecondary vocational education were similar for Hispanics and whites. Whites had a higher participation rate in correspondence schools.

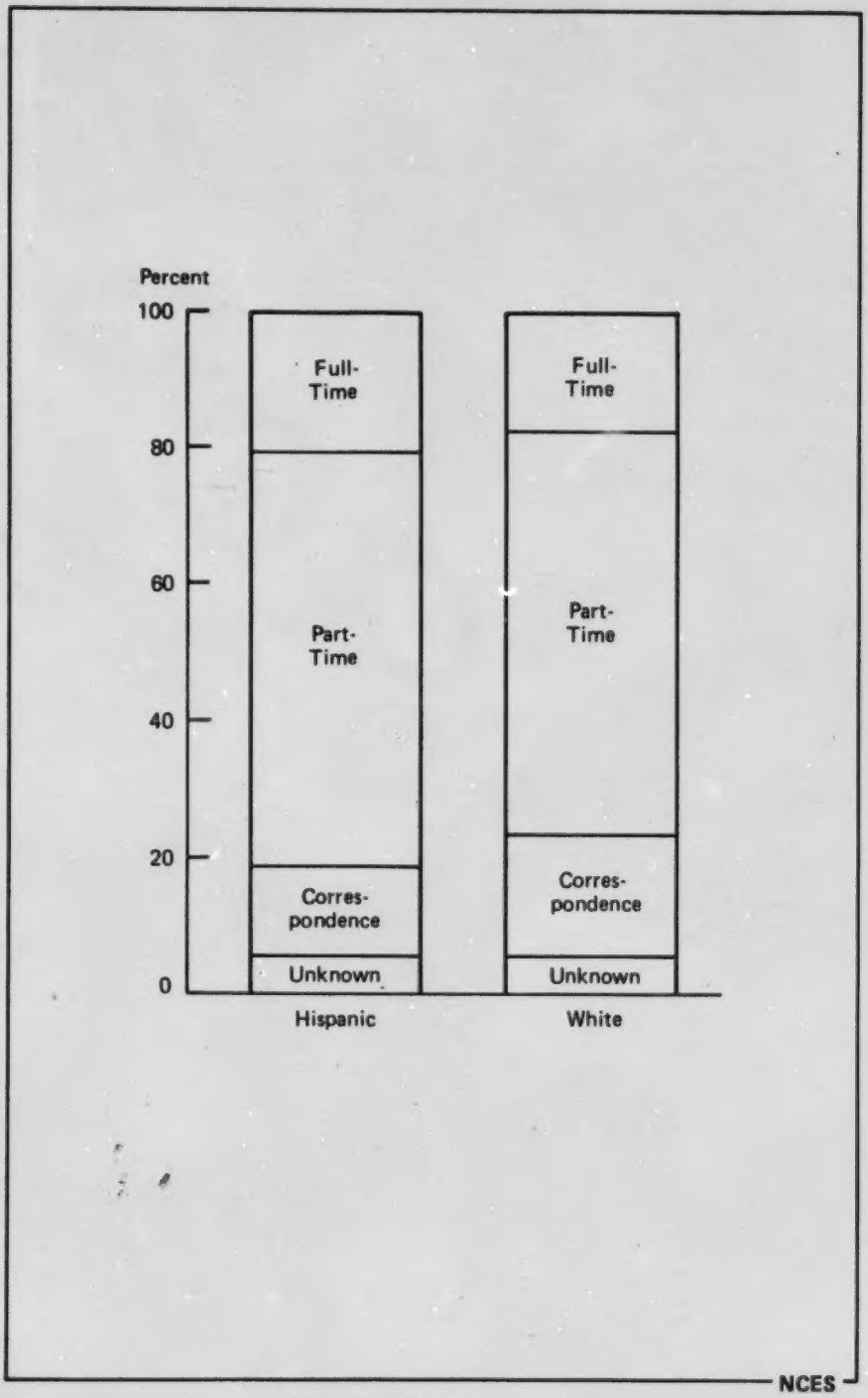

Table 3.06.–Number and percent of Hispanic participants in Federally-funded Adult Basic and Secondary Education[1], by State: 1978

State or other area	Total Hispanic participants	Hispanics as a percent of all participants
United States ...	352,538	21.3
Alabama	68	0.3
Alaska	73	1.9
Arizona	3,663	66.6
Arkansas	55	0.8
California	144,463	57.2
Colorado	3,320	43.7
Connecticut	3,833	26.1
Delaware	84	7.8
District of Columbia.	2,278	9.9
Florida	56,954	16.8
Georgia	1,289	2.7
Hawaii	188	1.2
Idaho	1,219	14.0
Illinois	19,363	30.8
Indiana	1,001	7.0
Iowa	479	2.0
Kansas	1,278	8.2
Kentucky	85	0.4
Louisiana	112	0.9
Maine	43	0.9
Maryland	1,966	7.4
Massachusetts	1,851	12.9
Michigan	1,800	5.8
Minnesota	436	7.0
Mississippi	10	0.1
Missouri	717	2.7
Montana	129	3.7
Nebraska	619	8.2
Nevada	542	26.1
New Hampshire	60	1.3
New Jersey	9,906	39.2
New Mexico	4,624	56.9
New York	21,745	26.8
North Carolina	1,066	1.3
North Dakota	49	2.1
Ohio	1,104	3.2
Oklahoma	443	3.5
Oregon	929	6.6
Pennsylvania	1,911	4.9
Rhode Island	741	15.3
South Carolina	166	0.2
South Dakota	69	1.8
Tennessee	147	0.9
Texas	54,680	41.1
Utah	2,150	12.7
Vermont	7	0.2
Virginia	1,007	6.5
Washington	1,074	9.8
West Virginia	96	0.6
Wisconsin	2,286	16.2
Wyoming	360	21.4
Outlying areas:		
Total	24,670	84.7
Puerto Rico	24,563	99.9
Guam	7	5.9
Virgin Islands	109	12.2

[1] Participants in adult basic and secondary programs sponsored by Public Law 91-230, as amended.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Adult Basic and Secondary Education Program Statistics, 1978, unpublished data.

Chart 3.06.–Percent of Hispanic participants in Adult Basic and Secondary Education, by State

Hispanics comprise over one-half of the participants in Adult Basic and Secondary Education in three states: Arizona, California, and New Mexico.

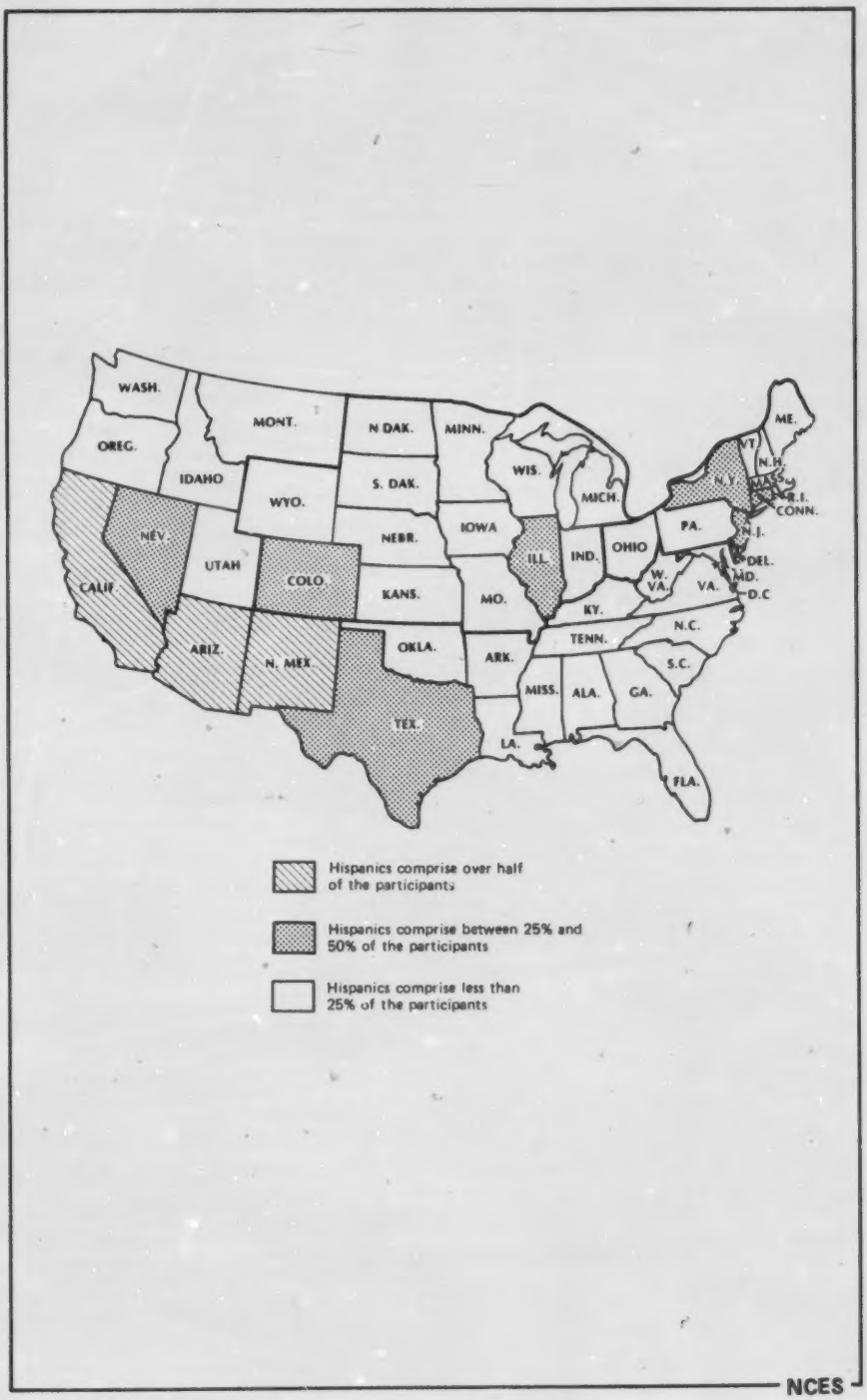

Table 3.07.–Distribution of Hispanic participants in Federally-funded Adult Basic and Secondary Education,[1] by age and sex: 1978

Age and sex	Hispanics[2]		
	Total Number	Men	Women
		Percent	Percent
All ages	352,538	45	55
16–44 years . . .	292,223	47	53
45–64 years . . .	41,568	36	64
65 and over	18,747	41	59

[1]This program offers to persons 16 years of age or older the opportunity to overcome English language difficulties and attain reading, writing, and computational skills through the 12th grade level of competence. Students in this program also have the opportunity to acquire a high school diploma.

[2]Excludes participants in Puerto Rico and outlying areas.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Adult Basic and Secondary Education Program Statistics, 1978, unpublished data.

Chart 3.07.–Distribution of Hispanic participants in Adult Basic and Secondary Education, by age and sex

Most Hispanic participants in adult education were between the ages of 16 and 44, with women comprising over half of the enrollment in each age group.

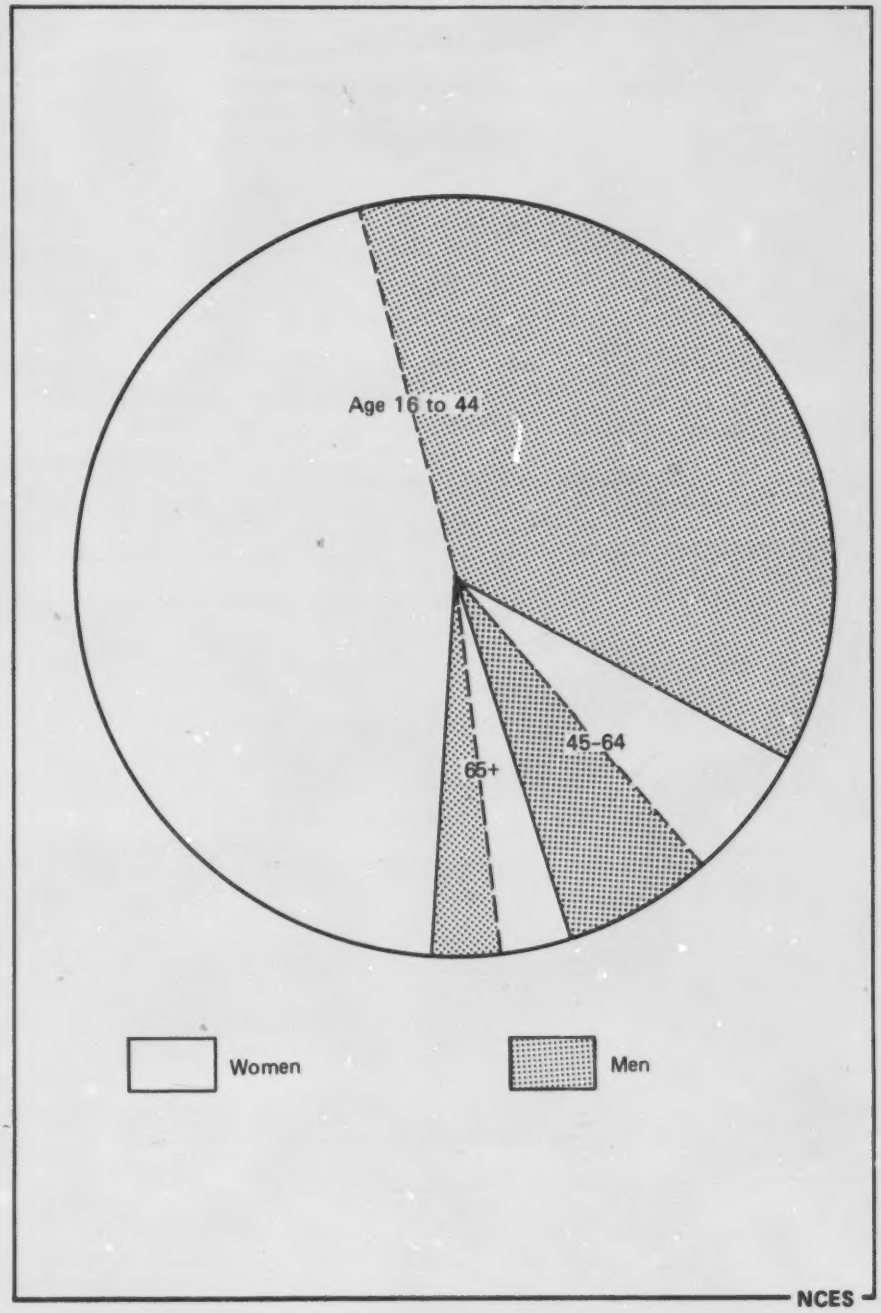

Table 3.08.–Percent of Hispanic and white populations aged 18–34, by education status and college enrollment: 1972–77

Year	Hispanic	White[1]
	Enrollment in college as percent of the 18-34 population	
1972	8.3	16.0
1973	10.3	15.2
1974	11.5	15.7
1975	12.7	16.8
1976	14.2	16.6
1977	11.8	16.6
	Enrollment in college as percent of high school graduates in the 18-34 population	
1972	16.9	19.9
1973	20.4	18.6
1974	21.9	19.0
1975	22.9	20.1
1976	22.8	20.0
1977	21.2	19.8
	High school graduates as a percent of the 18-34 population	
1972	49.5	80.4
1973	50.5	81.8
1974	52.6	82.7
1975	55.3	83.4
1976	53.3	83.0
1977	55.5	83.9

[1] Includes white Hispanics.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Social and Economic Characteristics of Student, October 1972—October 1977,* Current Population Reports, Series, P-20, and unpublished tabulations.

Chart 3.08.–College enrollment as percent of the 18- to 34-year-old population, for Hispanics and whites

The rate of enrollment in college among Hispanics 18 to 34 years old increased from 1972 to 1977, but never reached the same rate as that for whites.

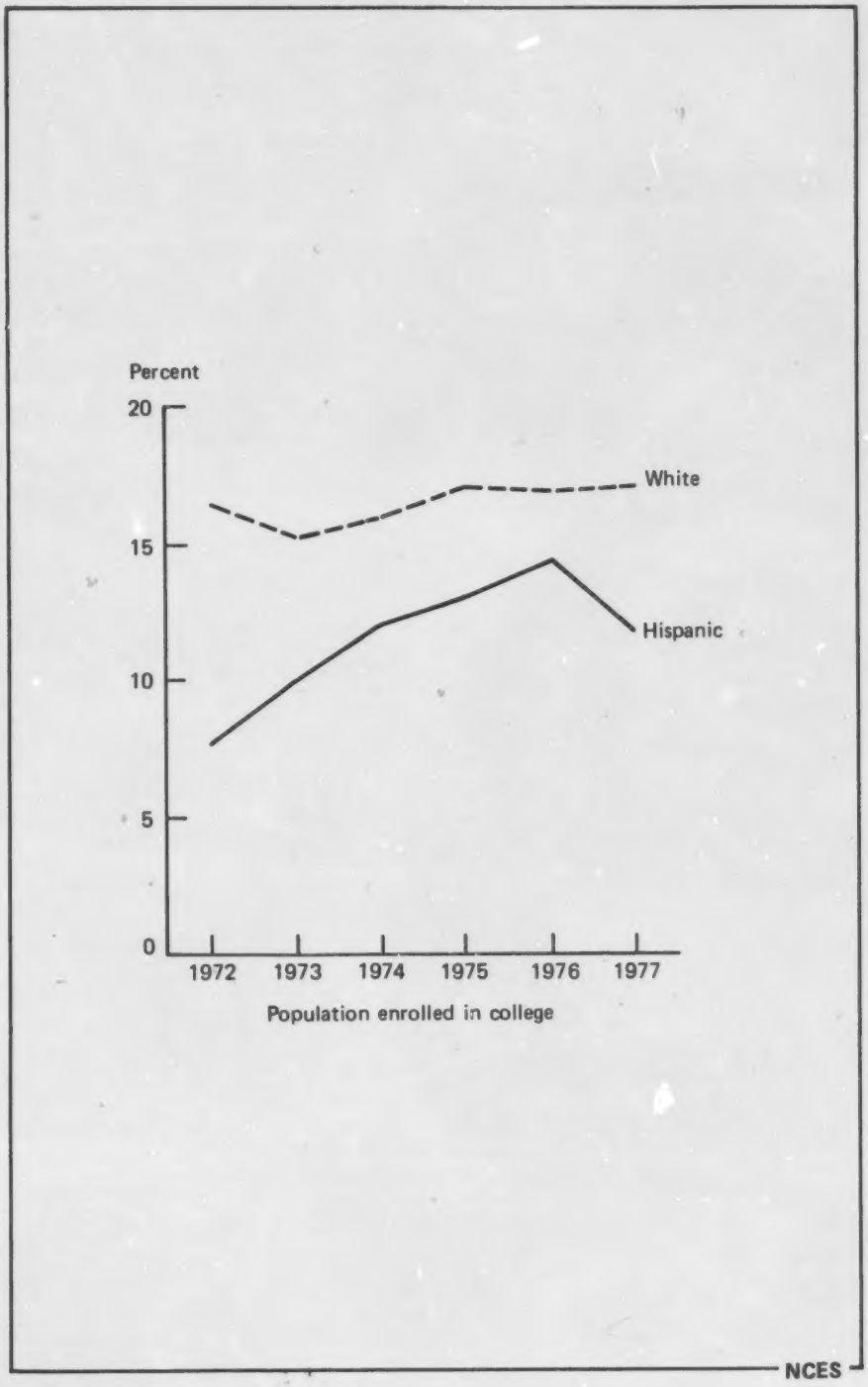

Table 3.09.–Hispanics as a percent of all full-time students in institutions of higher education, by level of study: Fall 1970–1978

Fall of year	Undergraduate[1]		Graduate and first-professional[1]	
	Number	Percent of all students	Number	Percent of all students
1970[2]	98,453	2.1	5,680	1.2
1972[2]	131,084	2.4	8,661	1.5
1974	157,572	2.8	9,016	1.5
1976	191,065	3.3	12,149	2.0
1978	196,451	3.5	13,170	2.2

[1]Does not include institutions of higher education in Puerto Rico and outlying territories, or U.S. service schools.

[2]"Spanish-surname-American" was the ethnicity designation on the form in these years. Also graduate and first-professional students were combined.

SOURCE: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, *Racial and Ethnic Enrollment Data from Institutions of Higher Education,* for 1970 data: *Fall 1972;* for 1972 data: *Fall 1976;* and for 1974 through 1978 data: *Fall 1978.*

Chart 3.09.–Hispanics as a percent of all full-time students in institutions of higher education, by level of study

The percent of full-time students in college who are Hispanic is increasing for both the undergraduate and graduate/first-professional levels of study.

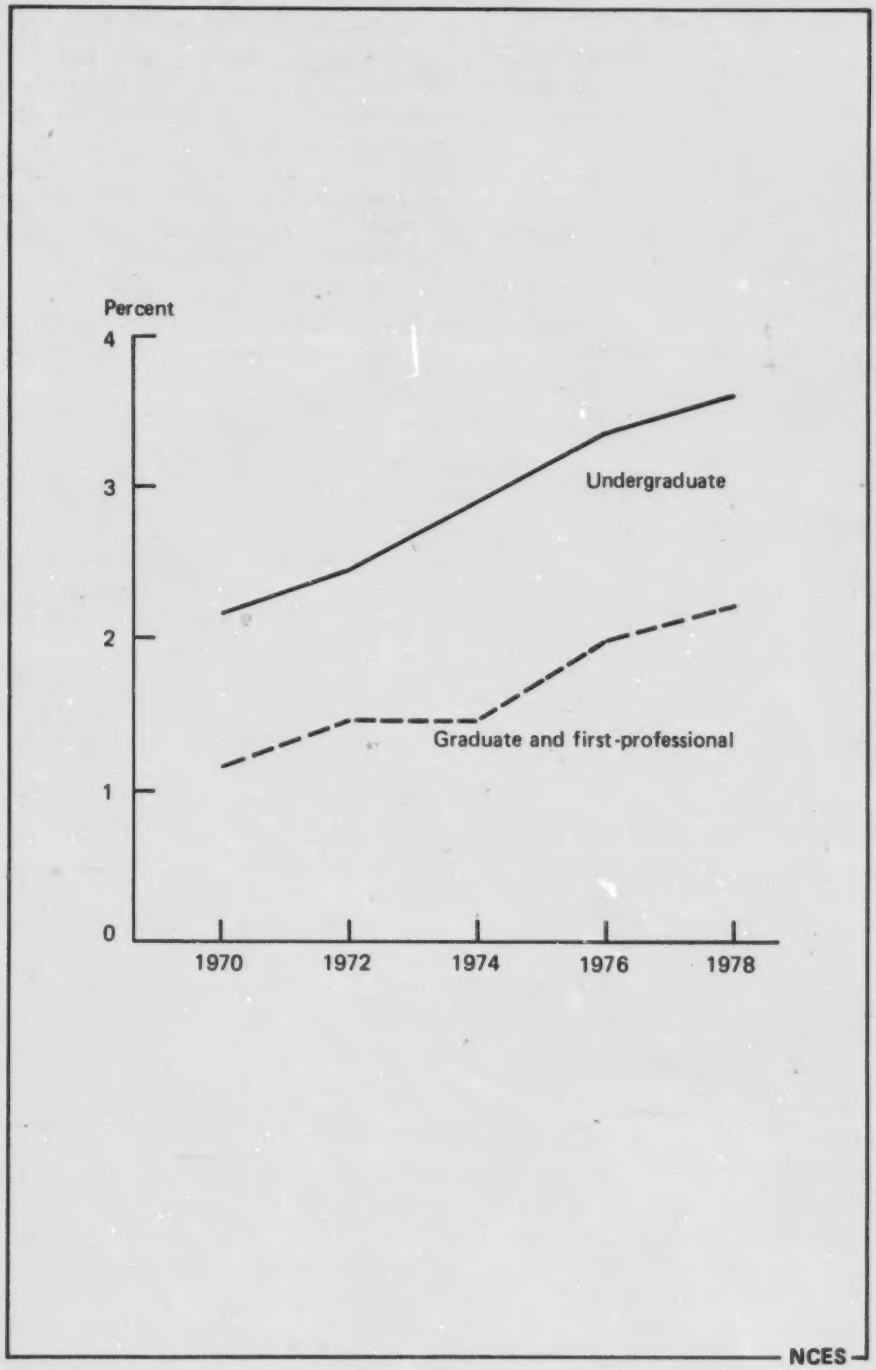

Table 3.10.–Hispanic enrollment in institutions of higher education on U.S. mainland, Puerto Rico, and outlying areas, by level of enrollment: Fall 1978

Level of enrollment	Total Hispanic enrollment (aggregate U.S.[1])	Hispanic enrollment on U.S. mainland[2]	Hispanic enrollment in Puerto Rico and outlying areas[3]	Hispanic enrollment in Puerto Rico/outlying areas as percent of total Hispanic enrollment (aggregate U.S.)
Undergraduate.....	459,698	345,403	114,295	24.9
Graduate	25,183	21,060	4,123	16.4
First-professional ..	6,945	5,353	1,592	22.9
Unclassified	49,383	45,395	3,988	8.1

[1]Hispanics enrolled in the 50 states, District of Columbia, Puerto Rico, and outlying areas.
[2]Fifty states and District of Columbia, including the U.S. service schools.
[3]Includes the 217 undergraduate and 13 graduate Hispanic students enrolled in higher education in the Canal Zone, Guam, and the Virgin Islands.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

Chart 3.10.–Hispanic enrollment in institutions of higher education on U.S. mainland and Puerto Rico/outlying areas, by level of enrollment

Hispanic enrollment in Puerto Rico and the outlying areas comprises almost a quarter of total Hispanic enrollment at the undergraduate and first-professional levels of study.

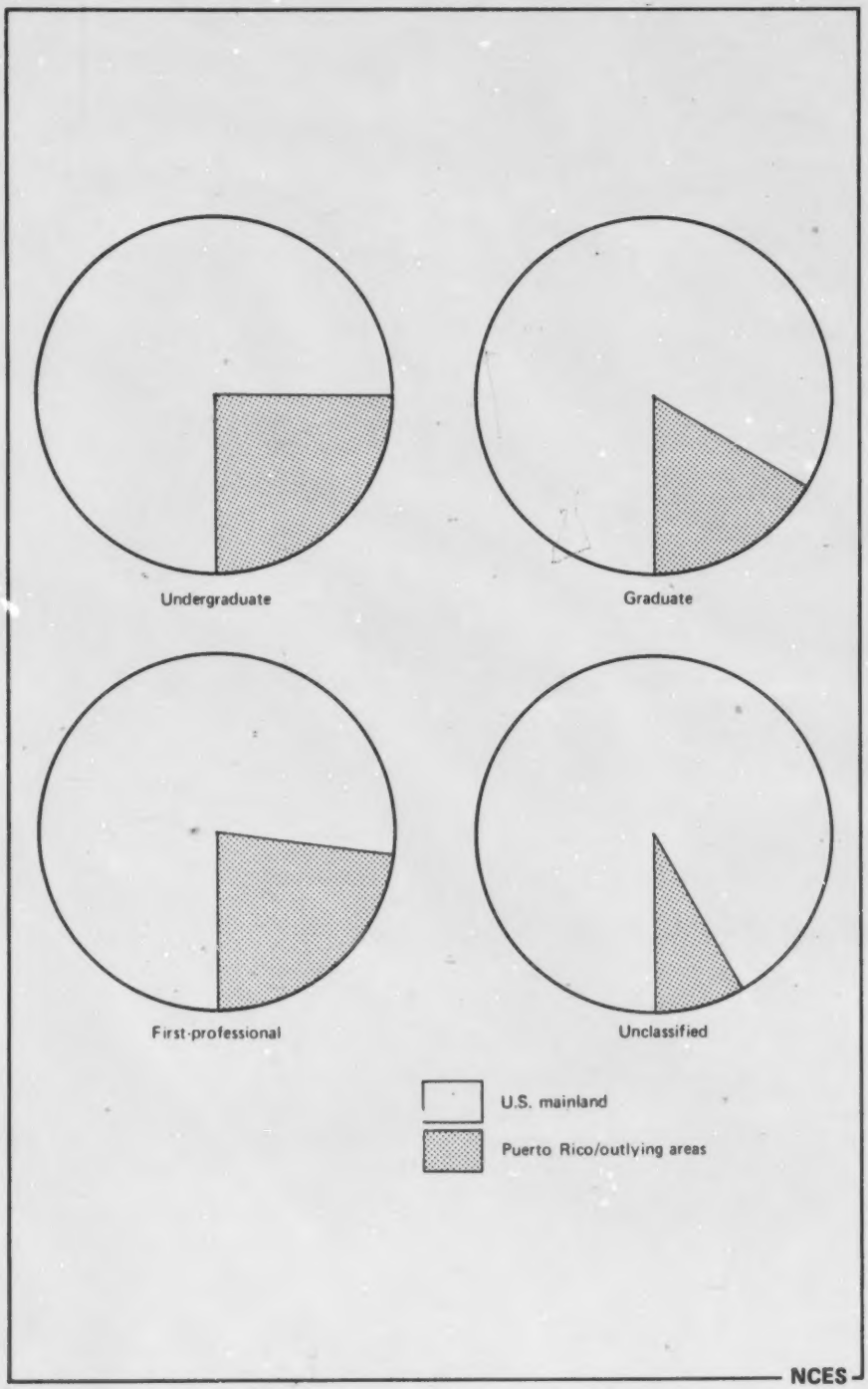

Table 3.11.–Distribution of Hispanic and white college students, by enrollment level and year in school: Fall 1978

Enrollment level and year in school	Hispanic	White, non-Hispanic
	(Percent distribution)	
All levels	100	100
Undergraduate	83	76
Graduate	5	10
First-professional	1	2
Unclassified[1]	11	12
Undergraduate	100	100
First-time freshmen[2]	29	28
Other first year[3]	30	20
Sophomores	22	24
Juniors	10	14
Seniors	9	14
Graduate	100	100
First year	60	58
Beyond first year	40	42
Unclassified[1]	100	100
Undergraduate level	80	82
Graduate level	20	18

[1] Not a candidate for a degree or other formal award although taking regular classes with other students.
[2] Entering freshmen who have not previously attended any college before summer 1978.
[3] First year students who were enrolled in college before summer 1978.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

Chart 3.11.–Distribution of Hispanic and white college students, by year in school

Although the percents of Hispanic and white undergraduates who were first-time freshmen were almost equal, 30 percent of Hispanic undergraduates were "other first-year" freshmen compared with 20 percent of whites.

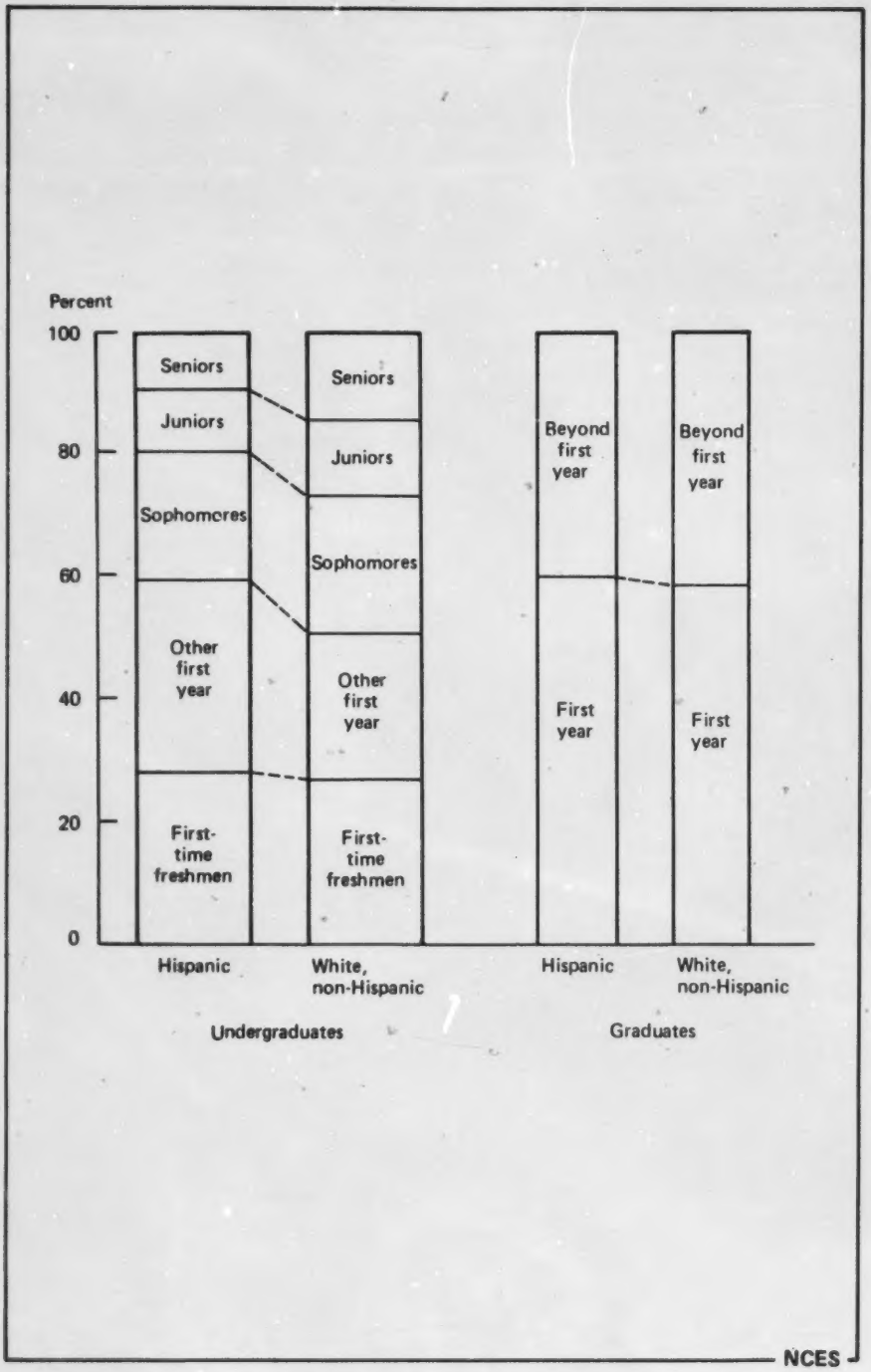

Table 3.12.–Percent of Hispanic and white undergraduates who attended institutions of higher education full-time, by type of institution: Fall 1978

Type of institution	Hispanic	White, non-Hispanic
Total	57	68
2-year college	37	35
4-year institutions, total	77	83
Universities	85	87
Other 4-year colleges	75	80

[1] Those whose academic load-coursework or other required activity is at least 75 percent of the full-time load.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

Chart 3.12.–Percent of Hispanic and white full-time undergraduates, by type of institution

A third of both Hispanics and whites in 2-year colleges were full-time students. In universities and other 4-year colleges, a lower percent of Hispanics than whites attended full-time.

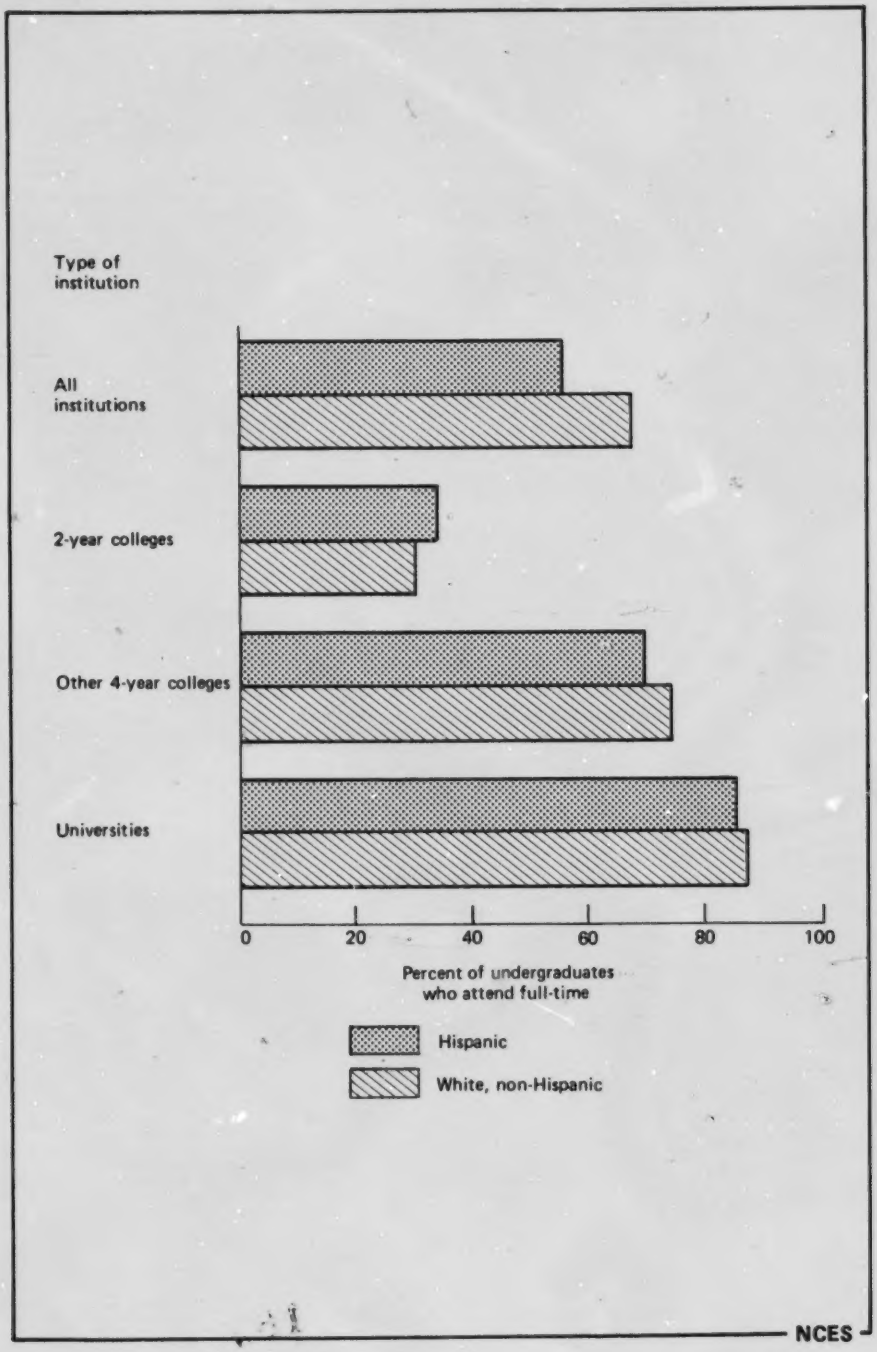

Table 3.13.–Distribution of Hispanic and white full-time undergraduates, by type of institution attended and year in school: Fall 1978

Full-time undergraduate students	Total	2-year institutions	4-year institutions		
			Total	Universities	Other 4-year
		(Percent distribution)			
Total					
Hispanic	100	42	58	16	42
White, non-Hispanic	100	23	77	31	46
Freshmen					
Hispanic	100	59	41	10	31
White, non-Hispanic	100	40	60	23	38
Sophomores					
Hispanic	100	47	53	17	37
White, non-Hispanic	100	28	72	29	43
Juniors					
Hispanic	100	–	100	29	71
White, non-Hispanic	100	–	100	41	59
Seniors					
Hispanic	100	–	100	31	69
White, non-Hispanic	100	–	100	42	58

NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

Chart 3.13.–Distribution of Hispanic and white full-time undergraduates, by type of institution

A higher percent of white than Hispanic full-time undergraduates attended universities.

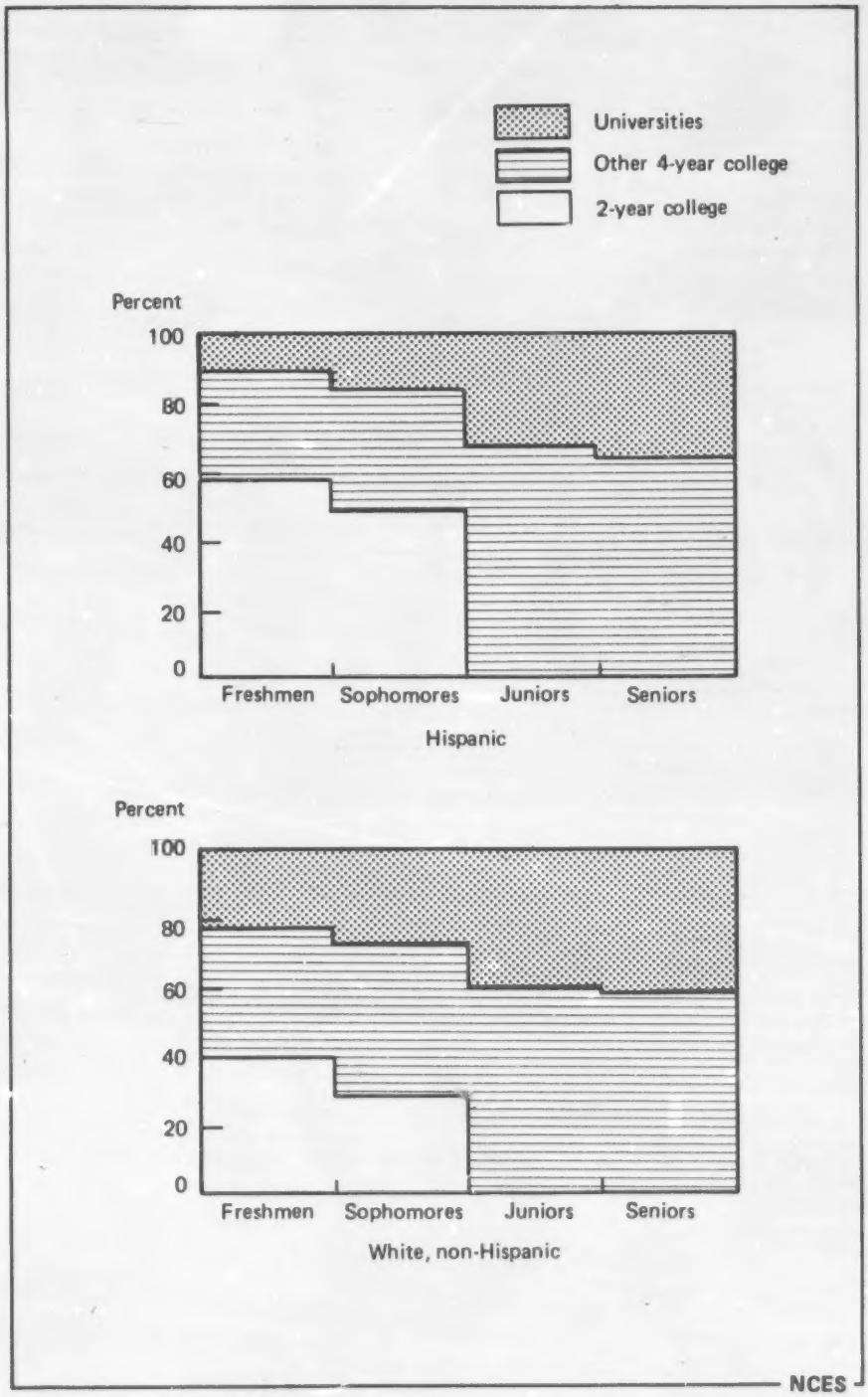

Table 3.14.–Number and percent of full-time freshmen and sophomores who attended 2-year colleges, by State: Fall 1978

State or other area	Hispanic		White, non-Hispanic
	Number	Percent	Percent
United States	82,862	55	35
Alabama	38	18	35
Alaska	27	69	57
Arizona	3,467	75	44
Arkansas	22	17	18
California	30,057	72	61
Colorado	1,296	38	22
Connecticut	325	38	26
Delaware	36	57	33
District of Columbia	0	0	0
Florida	6,323	74	59
Georgia	112	32	34
Hawaii	417	67	51
Idaho	88	51	44
Illinois	2,006	41	42
Indiana	80	9	12
Iowa	164	48	38
Kansas	283	42	31
Kentucky	20	16	23
Louisiana	118	15	8
Maine	5	12	15
Maryland	358	54	43
Massachusetts	715	33	30
Michigan	960	51	34
Minnesota	52	17	26
Mississippi	20	41	57
Missouri	165	30	20
Montana	5	12	6
Nebraska	114	36	25
Nevada	61	35	27
New Hampshire	6	5	14
New Jersey	2,026	40	37
New Mexico	788	14	15
New York	12,783	51	42
North Carolina	231	50	46
North Dakota	3	12	35
Ohio	319	28	24
Oklahoma	198	42	29
Oregon	346	58	47
Pennsylvania	433	35	27
Rhode Island	32	20	21
South Carolina	50	32	38
South Dakota	0	0	2
Tennessee	78	28	9
Texas	16,957	55	34
Utah	148	33	19
Vermont	2	3	11
Virginia	98	27	25
Washington	674	58	55
West Virginia	22	32	13
Wisconsin	253	32	33
Wyoming	81	62	53
Puerto Rico	27,360	40	45[1]

[1] There were 96 white non-Hispanic full-time freshmen and sophomores in two-year colleges in Puerto Rico.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

Chart 3.14.–Concentration of full-time students in two-year colleges, for States with enrollment of over 1000 Hispanic students

Hispanic full-time freshmen and sophomores attended 2-year colleges at a higher rate. Hispanics in California accounted for over a third of Hispanic students in 2-year colleges.

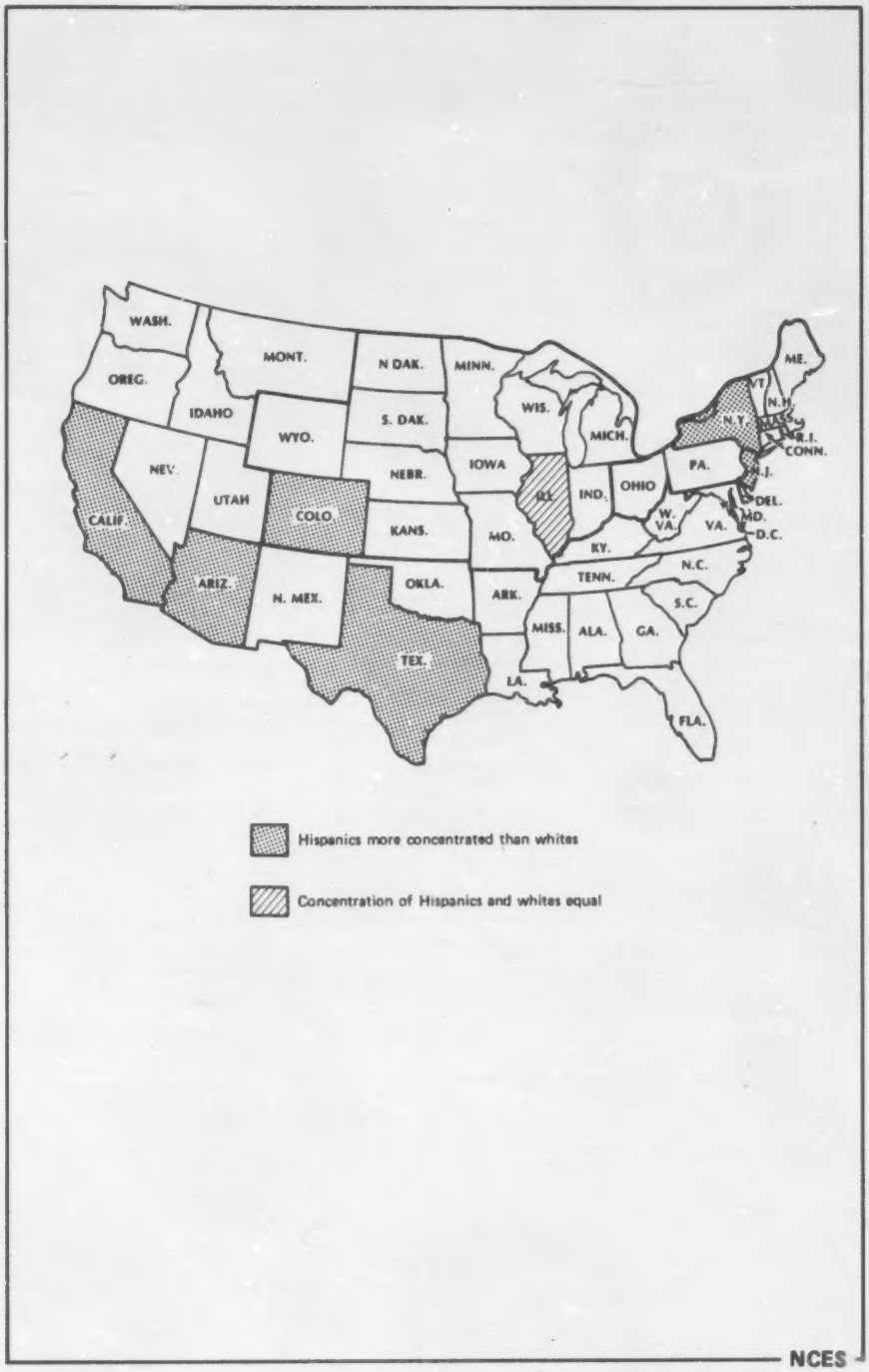

Table 3.15.–Selected characteristics of institutions of higher education with enrollment over 50 percent Hispanic: Fall 1978

Institution[1]	State	Control		Level		Hispanic enrollment	
		Public	Private	2-year	4-year	Number	Percent of total
Boricua College	New York		X	X		432	95
Laredo Junior College	Texas	X		X		2,662	87
Texas State Technical/Rio Grande	Texas	X		X		990	85
Colegio Cesar Chavez	Oregon		X		X	27	82
Laredo State University	Texas	X			X	693	81
CUNY/Hostos Community College	New York	X		X		1,996	76
Pan American University*	Texas	X			X	6,777	75
New Mexico Highlands University	New Mexico	X			X	1,444	71
Texas Southmost College	Texas	X		X		2,852	70
East Los Angeles College*	California	X		X		9,873	66
D-Q University	California		X	X		99	62
El Paso Community College*	Texas	X		X		6,242	61
Texas A & I University	Texas	X			X	3,170	51
Southwest Texas Junior College	Texas	X		X		1,024	51
Our Lady of Lake University	Texas		X		X	870	51

*Also listed on table 3.16.

[1] Listed in order of percent of enrollment that is Hispanic. See table 3.17 for institutions of higher education in Puerto Rico.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

HIGHLIGHT TO TABLE 3.15

- Nine colleges in Texas had student bodies with over 50 percent Hispanic enrollment.

Table 3.16.–Selected characteristics of institutions of higher education with 4,000 Hispanic students or more: Fall 1978

Institution[1]	State	Control	Level		Hispanic enrollment	
		Public	2-year	4-year	Number	Percent of total
Miami Dade Community College	Florida	X	X		13,747	35
East Los Angeles College*	California	X	X		9,873	66
San Antonio College	Texas	X	X		8,103	39
Pan American University*	Texas	X		X	6,777	75
El Paso Community College*	Texas	X	X		6,242	61
University of Texas at El Paso	Texas	X		X	5,945	38
Rio Hondo College	California	X	X		4,979	38
University of New Mexico	New Mexico	X		X	4,895	22
California State University, Los Angeles	California	X		X	4,698	20

*Also listed on table 3.15.

[1] Listed in order of the number of Hispanic students enrolled. See table 3.17 for institutions of higher education in Puerto Rico.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

HIGHLIGHT TO TABLE 3.16

• Seven institutions in California, Texas, Florida, and New Mexico enrolled substantial numbers of Hispanic students.

Table 3.17.--Selected characteristics of institutions of higher education in Puerto Rico: Fall 1978

Institution	Control		Level		Hispanic[1] enrollment
	Public	Private	2-year	4-year	
Total	10	24	16	18	123,329
American College of Puerto Rico		X	X		1,141
Antillian College		X		X	749
Bayamon Central University		X		X	2,911
Caguas City College		X	X		651
Caribbean Center for Adv. Studies		X		X	0
Caribbean University College		X		X	1,204
Catholic University of P.R.		X		X	11,380
Conservatory of Music of P.R.	X			X	249
Electronic Data Processing College	X		X		1,226
Fundación Educativa Ana E. Mendez/ Colegio Universitario del Turabo		X		X	5,401
Puerto Rico Junior College		X	X		7,686
Instituto Comercial de P.R. Jr. College		X	X		1,800
Instituto Técnico Comercial Jr. College		X	X		1,256
Inter American University of P.R.					
Hato Rey Campus		X		X	8,067
San German Campus		X		X	6,337
7 branches[2]		X	X		13,038
Ramirez College of Business & Tech.		X	X		609
San Juan Tech. Community College	X		X		919
Universidad Politécnica de P.R.		X		X	143
Universidad de Ponce	X			X	347
University of Puerto Rico/					
Rio Piedras Campus	X			X	23,535
Mayaguez Campus	X			X	8,871
Medical Sciences Campus	X			X	2,583
Cayey University College	X			X	2,601
Humacao University College	X			X	3,282
Regional Colleges Administration	X		X		7,016
University of the Sacred Heart		X		X	5,929
World University		X		X	4,398

[1]Hispanics comprised between 95 and 100 percent of total enrollment in virtually all institutions in Puerto Rico.
[2]All branches could not be listed due to space limitations.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

HIGHLIGHT TO TABLE 3.17

•The 34 institutions in Puerto Rico enrolled 123,000 Hispanic students.

Table 3.18.–Hispanic college enrollment as a percent of total enrollment in each State and territory, by level of enrollment: Fall 1978

State or other area	Total[1]		Undergraduate		Graduate		First-professional	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	525	0.3	448	0.3	59	0.4	6	0.2
Alaska	337	1.3	217	1.3	13	1.1	–	–
Arizona	15,465	8.8	13,811	9.6	346	2.5	25	2.1
Arkansas	267	0.4	227	0.4	20	0.3	5	0.3
California	147,629	8.9	123,430	9.8	4,659	4.1	1,458	4.7
Colorado	8,981	5.9	6,455	5.7	431	3.2	120	4.1
Connecticut	2,640	1.7	2,013	1.8	325	1.4	89	3.0
Delaware	181	0.6	147	0.6	4	0.3	–	–
District of Columbia	1,329	1.6	698	1.6	279	1.4	205	2.3
Florida	27,015	7.2	22,641	7.5	989	3.7	305	5.1
Georgia	906	0.5	738	0.5	59	0.3	37	0.7
Hawaii	1,436	3.0	1,237	3.2	55	1.4	3	0.6
Idaho	341	0.9	282	0.9	27	0.9	–	–
Illinois	13,909	2.3	11,147	2.4	689	1.2	203	1.2
Indiana	2,061	0.9	1,664	1.0	190	0.7	73	1.2
Iowa	650	0.5	536	0.5	56	0.4	48	0.8
Kansas	1,718	1.3	1,425	1.5	150	0.9	35	1.6
Kentucky	391	0.3	279	0.3	57	0.3	19	0.4
Louisiana	2,038	1.3	1,674	1.3	235	1.4	52	1.3
Maine	82	0.2	71	0.2	6	0.3	1	0.3
Maryland	2,020	0.9	1,657	1.0	161	0.8	27	0.8
Massachusetts	5,032	1.3	3,642	1.4	569	1.2	183	1.6
Michigan	6,621	1.4	5,394	1.3	450	0.9	170	1.6
Minnesota	834	0.4	605	0.4	97	0.6	70	1.1
Mississippi	131	0.1	112	0.1	11	0.1	4	0.2
Missouri	1,664	0.8	1,257	0.8	155	0.6	49	0.5
Montana	133	0.4	98	0.4	5	0.2	–	–
Nebraska	775	0.9	654	1.0	54	0.8	38	1.3
Nevada	821	2.4	524	2.2	27	1.7	–	–
New Hampshire	269	0.6	239	0.7	10	0.4	11	2.5
New Jersey	11,317	3.7	8,837	4.2	623	2.0	165	3.1
New Mexico	13,277	23.8	10,501	26.1	939	15.3	149	23.9
New York	46,925	4.9	38,789	5.8	3,287	2.7	441	2.0
North Carolina	1,022	0.4	815	0.4	74	0.4	16	0.4
North Dakota	54	0.2	48	0.2	4	0.3	–	–
Ohio	2,639	0.6	2,144	0.6	306	0.6	77	0.6
Oklahoma	1,185	0.8	1,034	0.8	69	0.5	25	0.7
Oregon	1,589	1.1	1,273	1.2	66	0.7	32	0.9
Pennsylvania	3,475	0.7	2,624	0.7	337	0.7	135	0.9
Rhode Island	351	0.6	272	0.6	31	0.5	5	2.0
South Carolina	332	0.3	273	0.3	37	0.3	4	0.2
South Dakota	293	0.9	283	1.1	2	0.1	1	0.2
Tennessee	663	0.3	553	0.3	49	0.3	26	0.5
Texas	78,954	12.0	68,451	12.7	4,521	6.8	874	6.4
Utah	1,169	1.3	1,047	1.3	68	0.9	25	2.0
Vermont	147	0.5	125	0.5	19	0.8	–	–
Virginia	1,441	0.5	763	0.5	71	0.4	13	0.3
Washington	3,641	1.3	1,813	1.3	138	1.0	52	1.5
West Virginia	167	0.2	123	0.2	22	0.2	3	0.2
Wisconsin	2,029	0.8	1,570	0.8	196	1.0	72	2.1
Wyoming	349	1.8	297	2.0	8	0.8	2	0.9
U.S. Service Schools	451	2.5	446	3.1	5	0.2	–	–
Outlying areas:								
Canal Zone	504	30.8	132	31.4	–	–	–	–
Guam	69	2.2	58	2.0	11	4.5	–	–
Puerto Rico	123,219	99.5	114,078	99.6	4,110	94.7	1,592	100.0
Virgin Islands	96	5.2	27	5.2	2	2.8	–	–

[1] Includes unclassified students.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics and Office for Civil Rights, Opening Fall Enrollment, 1978, special tabulations.

HIGHLIGHT TO TABLE 3.18

• Hispanic enrollments were 23 percent in New Mexico, 12 percent in Texas, and 9 percent in California and Arizona.

Table 3.19.–Number and percent of Puerto Rican residents enrolled in college, by State where enrolled: Fall 1975

Puerto Rican residents[1]	Number	Percent
Total	102,586[2]	100
Enrolled in Puerto Rico	97,997	96
Enrolled in 50 States and District of Columbia	4,547	4
New York	685	15
Florida	474	10
California	401	9
Massachusetts	353	8
Alabama	227	5
Pennsylvania	219	5
Louisiana	200	4
Illinois	193	4
New Jersey	164	4
Texas	157	3
New Hampshire	141	3
Georgia	122	3
District of Columbia	109	2
Ohio	101	2
Indiana	99	2
Michigan	92	2
Maryland	81	2
Wisconsin	78	2
Connecticut	69	2
Virginia	56	1
Other states	526	11

[1] Residence refers to the "home state" in which a student completed his/her secondary education.

[2] Includes the 42 residents enrolled in the outlying territories.

NOTE.–Details may not add to totals because of rounding.

SOURCE: Department of Health, Education, and Welfare, National Center for Education Statistics, Residence and Migration Survey, fall 1975, unpublished tabulations.

HIGHLIGHT TO TABLE 3.19

• Four percent of Puerto Rican residents who enrolled in college attended school on the U.S. mainland.

Table 3.20.–Out-of-State residents enrolled in college in Puerto Rico: Fall 1975

Out-of-State residents	Number	Percent
Total	3,473	100
U.S. citizens from mainland	1,304	38
New York	*653*	*50*
Florida	*428*	*33*
Virginia	*149*	*11*
Other	*74*	*6*
Foreign citizens	2,169	62

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Residence and Migration Survey, fall 1975, unpublished tabulations.

Chart 3.19 and 3.20.–Migration to and from Puerto Rico to attend postsecondary institutions

In 1975, over 1,300 residents of the States were enrolled in colleges in Puerto Rico, whereas 4,500 residents of Puerto Rico enrolled in colleges on the mainland, primarily in New York, Florida, California, and Massachusetts.

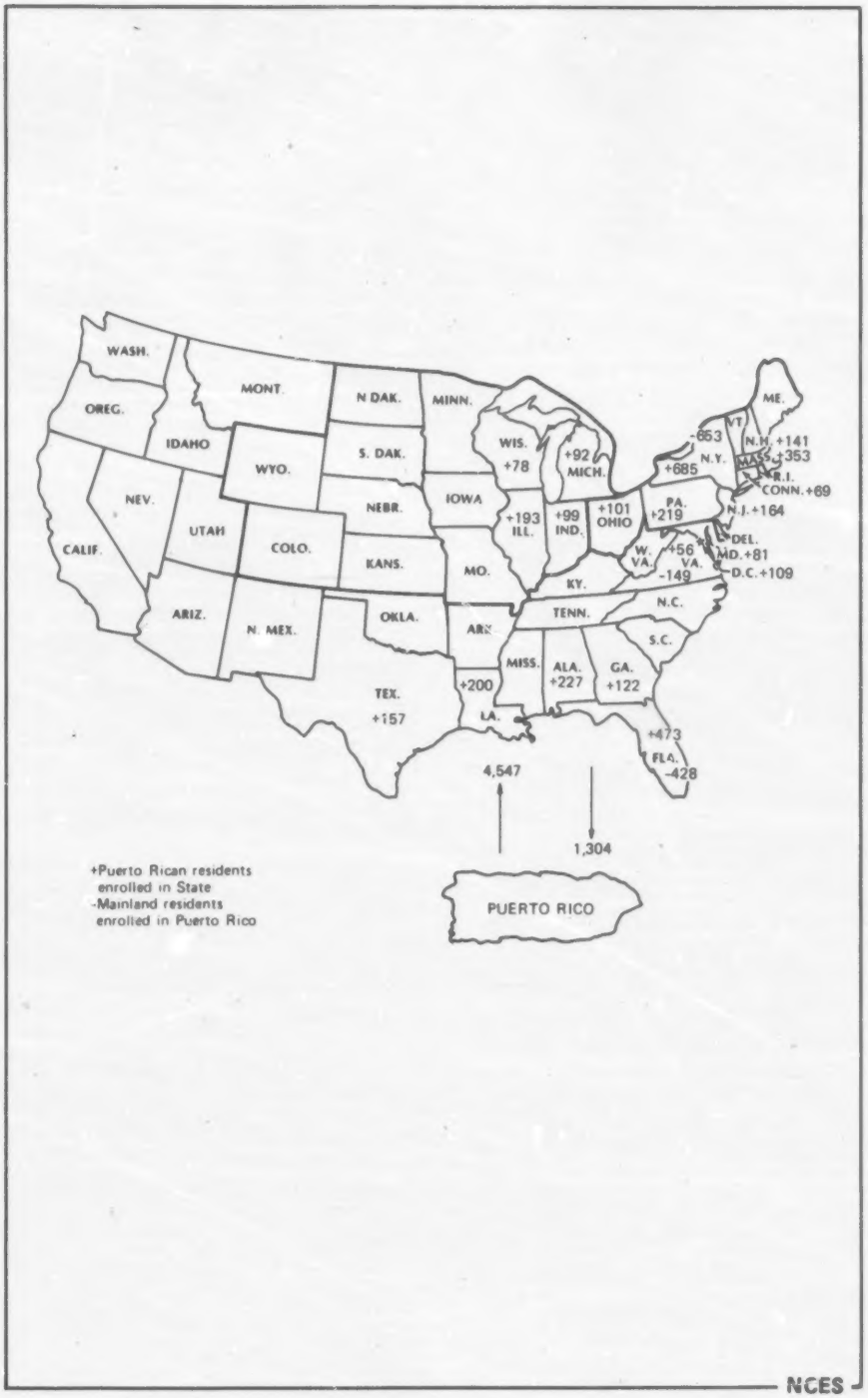

Table 3.21.–Degrees earned by Hispanics on U.S. mainland and in Puerto Rico/territories, by level of degree: 1976–1977

Level of degree	Degrees earned by Hispanics				
	Aggregate U.S.[1]	U.S. Mainland[2]		Puerto Rico/territories	
	Total degrees Number	Number	Percent of degrees earned by all students on U.S. mainland	Number	Percent of all degrees earned by Hispanics (aggregate U.S.)[1]
Associate degrees[3]					
Total	24,092	20,834	4.1	3,258	13.5
Male	12,514	11,405	4.4	1,109	8.9
Female	11,578	9,429	3.8	2,149	18.6
Bachelor's					
Total	26,963	18,663	2.0	8,300	30.8
Male	13,672	10,238	2.1	3,434	25.1
Female	13,291	8,425	2.0	4,866	36.6
Master's					
Total	7,069	6,069	1.9	1,000	14.1
Male	3,665	3,266	2.0	399	10.9
Female	3,404	2,803	1.9	601	17.7
Doctor's					
Total	534	522	1.6	12	2.2
Male	391	383	1.5	8	2.0
Female	143	139	1.7	4	2.8
First-professional					
Total	1,478	1,076	1.7	402	27.2
Male	1,174	893	1.7	281	23.9
Female	304	183	1.5	121	39.8

[1] Awarded by institutions of higher education in the 50 states, D.C., Puerto Rico, and territories in the school year 1976–1977.
[2] Fifty states and District of Columbia.
[3] Includes associate degrees and other formal awards for less than four years of work beyond high school.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics and Office for Civil Rights, Earned Degrees Survey, 1976-77, special tabulations.

Chart 3.21.–Degrees earned by Hispanics, by level of degree

Hispanics earned 2 percent or less of the degrees awarded in the U.S. at every level except the associate degree level.

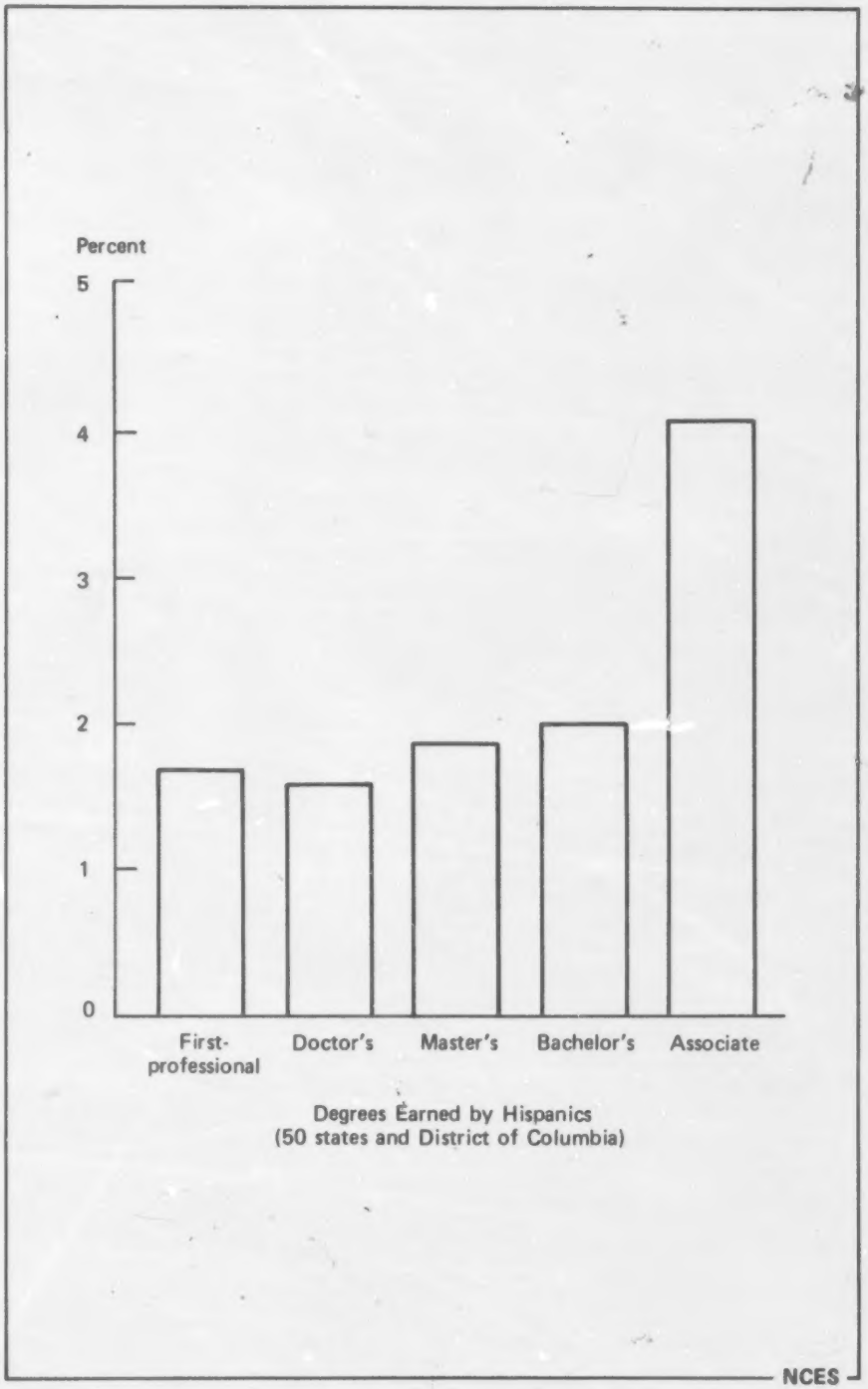

Table 3.22.–Distribution of associate degrees and awards in art and sciences and occupational programs for Hispanics and whites: 1976–1977

Field of study and occupation programs[1]	Hispanic				White, non-Hispanic
	Number		Percent		Percent
	Puerto Rico[2]	U.S. mainland[3]	Puerto Rico	U.S. mainland[3]	U.S. mainland[3]
All fields	3,256	20,834	100	100	100
Arts and sciences	904	8,926	28	43	34
Occupational, total	2,352	11,908	72	57	66
Business/commerce	874	3,735	27	18	20
Health service/paramedic	637	2,609	20	13	18
Public services	509	1,901	16	9	8
Mechanical/engineering	229	2,904	7	14	13
Data processing	81	354	2	2	2
Natural science	22	405	1	2	5

[1] Includes fields for associate degrees and other formal awards based on less than 4 years of work beyond high school.
[2] Includes the 23 degrees/awards earned by Hispanics in the outlying territories of the Canal Zone, Guam, and the Virgin Islands.
[3] Fifty states and District of Columbia.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics and Office for Civil Rights, Earned Degrees Survey, 1976-77, special tabulations.

Chart 3.22.–Distribution of associate degrees and awards for Hispanics and whites

A higher percent of Hispanics than whites earned an associate degree in arts and sciences.

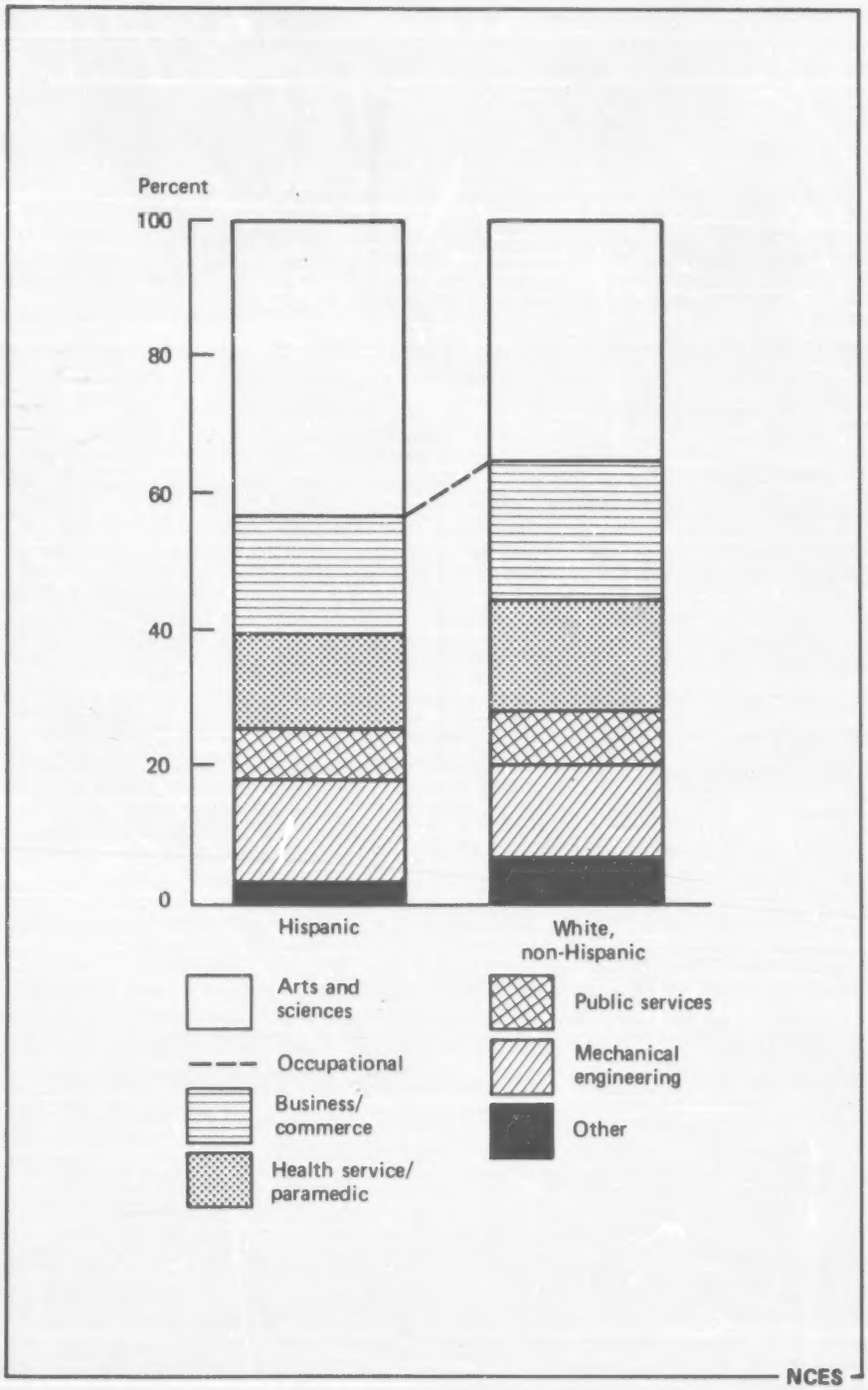

Table 3.23.–Distribution of bachelor's degrees for Hispanics and whites, by discipline division: 1976–1977

Discipline division	Hispanic				White, non-Hispanic
	Number		Percent		Percent
	Puerto Rico[1]	U.S. mainland[2]	Puerto Rico	U.S. mainland[2]	U.S. mainland[2]
All discipline divisions	8,300	18,663	100	100	100
Education	1,627	3,050	20	16	15
Business and management	1,579	2,588	19	14	16
Social sciences	902	3,026	11	16	12
Psychology	406	1,201	5	6	5
Biological sciences	578	981	7	5	6
"Foreign" languages	354	1,163	4	6	1
Public affairs and services	395	979	5	5	4
Health professions	476	863	6	5	6
Engineering	392	887	5	5	5
Letters	424	757	5	4	5
Interdisciplinary studies	312	770	4	4	4
Fine and applied arts	302	714	4	4	5
Physical sciences	114	332	1	2	3
Communications	6	359	*	1	3
Mathematics	98	221	1	1	2
Home economics	127	158	2	1	2
Agriculture/material resources	67	164	1	1	2
Architecture/environmental design	27	201	*	1	1
Computer/information sciences	19	93	*	*	1
Other	95	156	1	1	4

*Less than .5 percent.

[1]Includes the 66 bachelor's degrees earned by Hispanics in the outlying territories of the Canal Zone, Guam, and the Virgin Islands.

[2]Fifty states and District of Columbia.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics and Office for Civil Rights, Earned Degrees Survey, 1976-77, special tabulations.

Chart 3.23.–Distribution of bachelor's degrees for Hispanics and whites, by discipline division

Hispanics and whites earned baccalaureate degrees in similar fields with Hispanics more frequently majoring in social sciences and "foreign" languages.

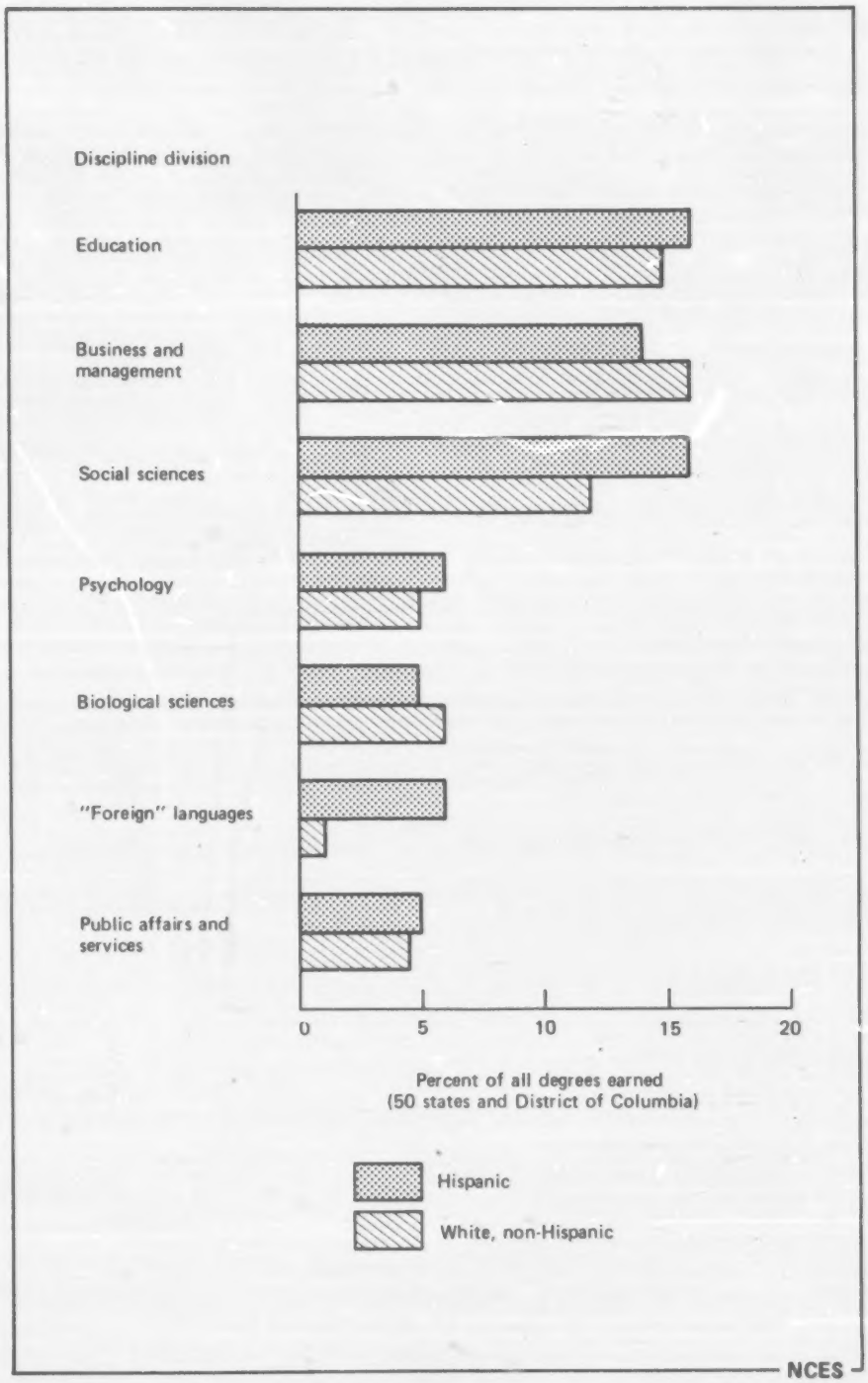

Table 3.24.–Number and percent of Hispanic and white undergraduate enrollment in selected fields of study: Fall 1978

Selected fields of study	Hispanic				White, non-Hispanic
	Number		Percent		Percent
	Puerto Rico	U.S. mainland[2]	Puerto Rico	U.S. mainland[2]	U.S. mainland[2]
Total	114,078	345,403	100.0	100.0	100.0
Agriculture/natural resources	896	1,945	6.8	0.6	1.7
Architecture/environmental design	261	2,068	0.2	0.6	0.7
Biological sciences	7,114	7,591	6.2	2.2	3.0
Business and management	30,655	36,666	26.9	10.6	14.7
Engineering	3,564	8,330	3.1	2.4	5.2
Physical sciences	687	2,606	0.6	0.8	1.5
Other[1]	70,901	286,197	62.2	82.9	73.2

[1]The survey did not collect data on any other undergraduate fields of study than the above.

[2]Fifty states and District of Columbia.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

Chart 3.24.–Percent of undergraduate enrollment for Hispanics and whites in selected fields of study: 1978

The percent of Hispanic undergraduates in selected fields of study was substantially less than for whites.

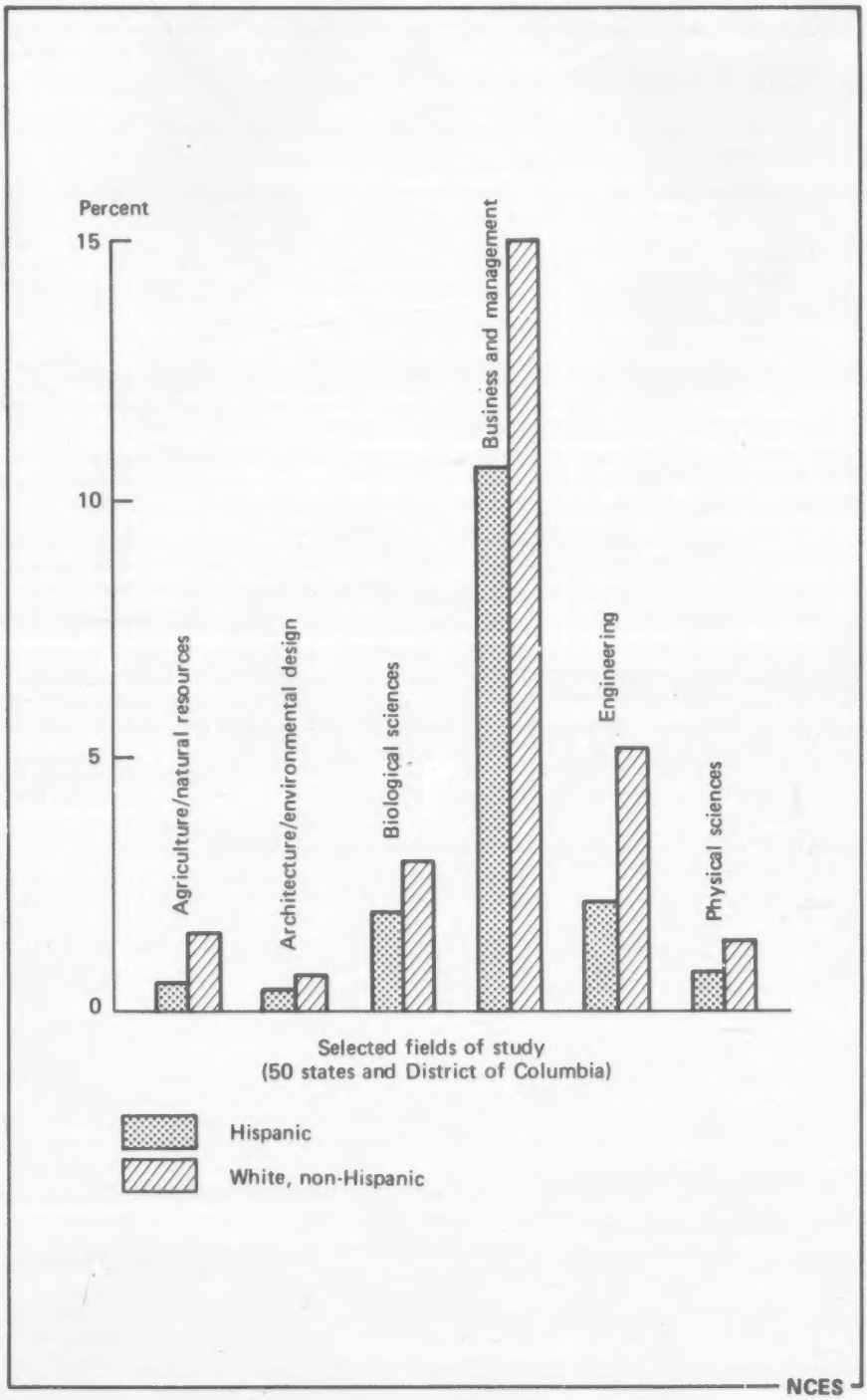

Table 3.25.–Distribution of master's degrees for Hispanics and whites, by discipline division: 1976–1977

Discipline division	Hispanic				White, non-Hispanic
	Number		Percent		Percent
	Puerto Rico	U.S. mainland[1]	Puerto Rico	U.S. mainland	U.S. mainland[1]
All discipline divisions	1,000	6,069	100	100	100
Education	311	2,667	31	44	40
Public affairs and services	238	515	24	8	6
Business and management	100	572	10	9	15
Social sciences	29	340	3	6	5
Psychology	12	309	1	5	3
Health professions	133	175	13	3	4
"Foreign" languages	31	223	3	4	1
Engineering	6	245	1	4	4
Letters	44	179	4	3	3
Library science	20	91	2	1	3
Biological sciences	35	74	4	1	2
Architecture/environmental design	6	94	1	2	1
Interdisciplinary studies	0	94	–	1	2
Physical sciences	14	55	1	1	2
Agriculture/natural resources	11	56	1	1	1
Theology	0	59	–	1	1
Area studies	0	48	–	1	*
Computer/information sciences	0	46	–	1	1
Mathematics	3	42	*	1	1
Other	7	185	1	3	4

*Less than .5 percent.
[1]Fifty states and District of Columbia.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics and Office for Civil Rights, Earned Degrees Survey, 1976-77, special tabulations.

Chart 3.25.–Distribution of master's degrees for Hispanics and whites, by discipline division

Hispanics were less likely than whites to earn master's degrees in business and management.

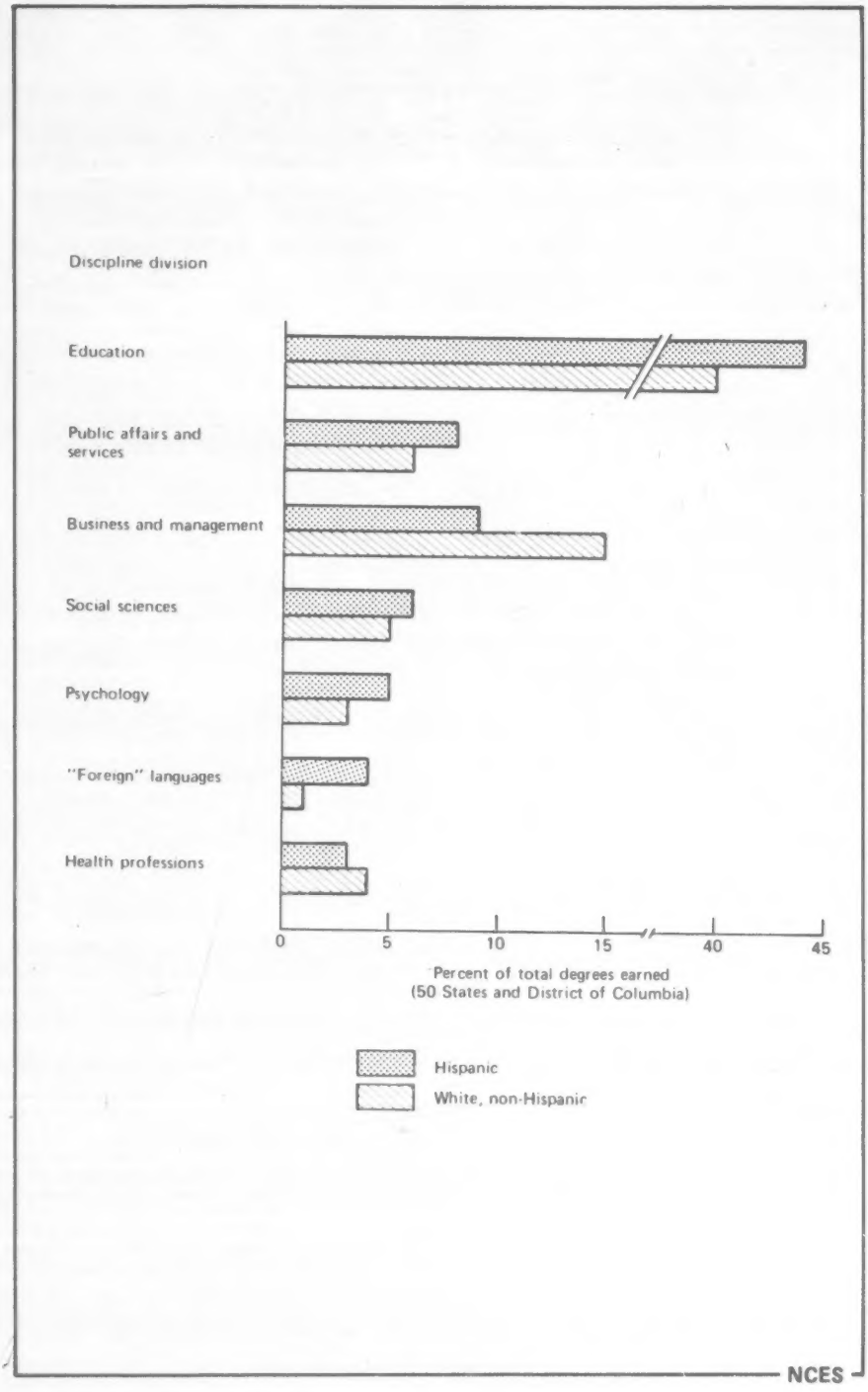

Table 3.26.–Distribution of doctor's degrees for Hispanics and whites, by discipline division: 1976–1977

Discipline division	Hispanic				White, non-Hispanic
	Number[1]		Percent		Percent
	Puerto Rico	U.S. mainland[2]	Puerto Rico	U.S. mainland[2]	U.S. mainland[2]
All discipline divisions	12	522	100	100	100
Education	0	164	–	31	25
Social sciences	0	61	–	12	11
Psychology	0	56	–	11	9
"Foreign" languages	0	43	–	8	2
Physical sciences	3	39	25	7	10
Biological sciences	6	29	50	6	11
Letters	3	31	25	6	7
Engineering	0	25	–	5	6
Mathematics	0	18	–	3	2
Agriculture/natural resources	0	10	–	2	2
Public affairs/service	0	9	–	2	2
Health professions	0	7	–	1	2
Business and management	0	7	–	1	2
Fine and applied arts	0	5	–	1	2
Communications	0	4	–	1	1
Interdisciplinary studies	0	4	–	1	1
Other	0	10	–	2	4

[1] Doctoral degree recipients who are not U.S. citizens and are on temporary visas are excluded.
[2] Fifty states and District of Columbia.
NOTE.–Details may not add to totals because of rounding.
SOURCE: Department of Health, Education, and Welfare, National Center for Education Statistics and Office for Civil Rights, Earned Degrees Survey, 1976-77, special tabulations.

Chart 3.26.–Distribution of doctor's degrees for Hispanics and whites, by discipline division

Hispanics were more likely than whites to earn doctor's degrees in education.

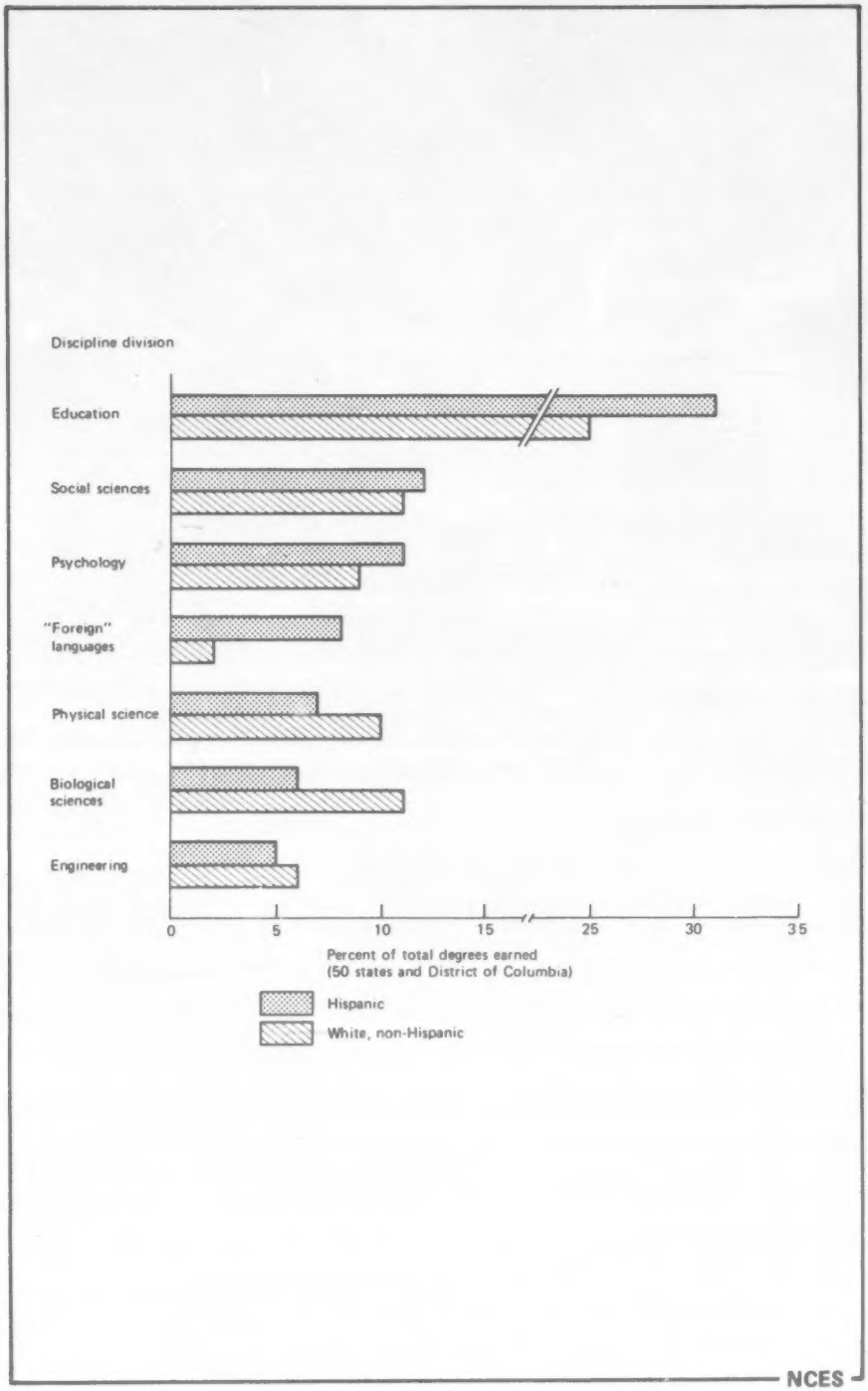

Table 3.27.–Number and percent of Hispanic and white graduate enrollment in selected fields of study: Fall 1978

Selected fields of study	Hispanic				White, non-Hispanic
	Number		Percent		Percent
	Puerto Rico	U.S. mainland[1]	Puerto Rico	U.S. mainland[1]	U.S. mainland[1]
Total	4,110	21,060	100.0	100.0	100.0
Agriculture/natural resources	69	154	1.7	0.7	1.4
Architecture/environmental design	4	179	0.1	0.9	0.8
Biological sciences	146	502	3.6	2.4	4.0
Business and management	612	2,198	14.9	10.5	16.6
Engineering	49	309	1.2	1.5	4.2
Physical sciences	20	290	0.5	1.4	3.1
Other[2]	3,210	17,428	78.1	82.8	69.9

[1]Fifty states and District of Columbia.
[2]The survey did not collect data on any other graduate fields of study than the above.
SOURCE: U.S. Department of Health, Education and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

Chart 3.27.–Percent of graduate enrollment for Hispanics and whites in selected fields of study

At the graduate level, a higher percent of whites than Hispanics were enrolled in business and management.

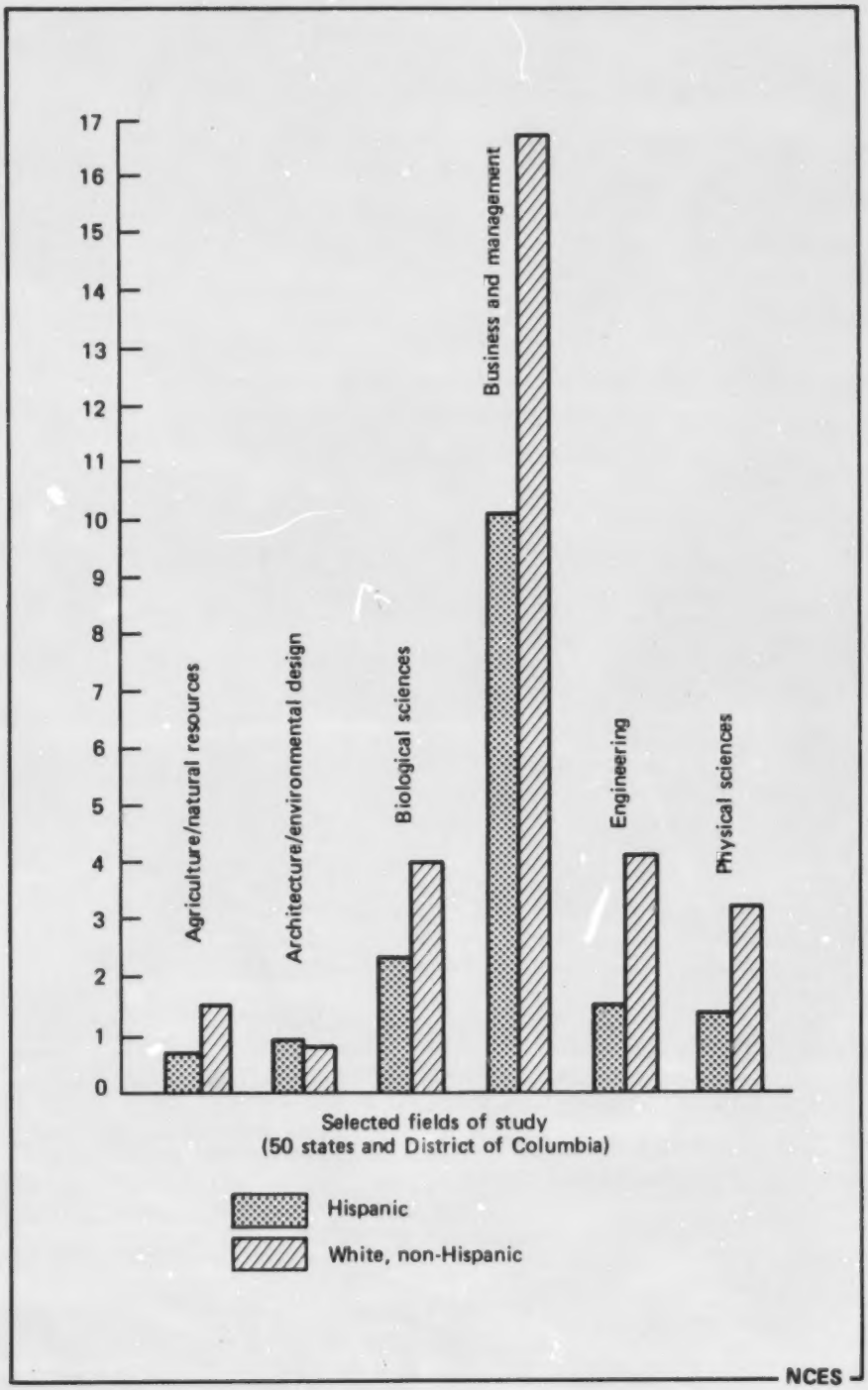

Table 3.28.–Distribution of first-professional degrees for Hispanics and whites, by discipline: 1976–1977

Discipline	Hispanic				White, non-Hispanic
	Number		Percent		Percent
	Puerto Rico	U.S. mainland[1]	Puerto Rico	U.S. mainland[1]	U.S. mainland[1]
All disciplines	402	1,076	100	100	100
Law (LL.B. or J.D.)	257	672	64	62	54
Medicine (M.D.)	101	231	25	21	21
Dentistry (D.D.S. or D.M.D.)	44	70	11	7	8
Theology	0	61	–	4	9
Veterinary medicine (D.V.M.)	0	13	–	1	3
Pharmacy (D. Phar.)	0	11	–	1	*
Optometry (O.D.)	0	9	–	1	2
Podiatry (D.P. or D.P.M.)	0	4	–	*	1
Osteopathic (D.O.)	0	3	–	*	1
Chiropractic (D.C. or D.C.M.)	0	2	–	*	2

*Less than .5 percent.
[1] Fifty states and District of Columbia.
NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics and Office for Civil Rights, Earned Degree Survey, 1976-77, special tabulations.

Chart 3.28.–Distribution of first-professional degrees for Hispanic and whites, by discipline

A higher percent of Hispanic than whites who earned first-professional degrees specialized in law.

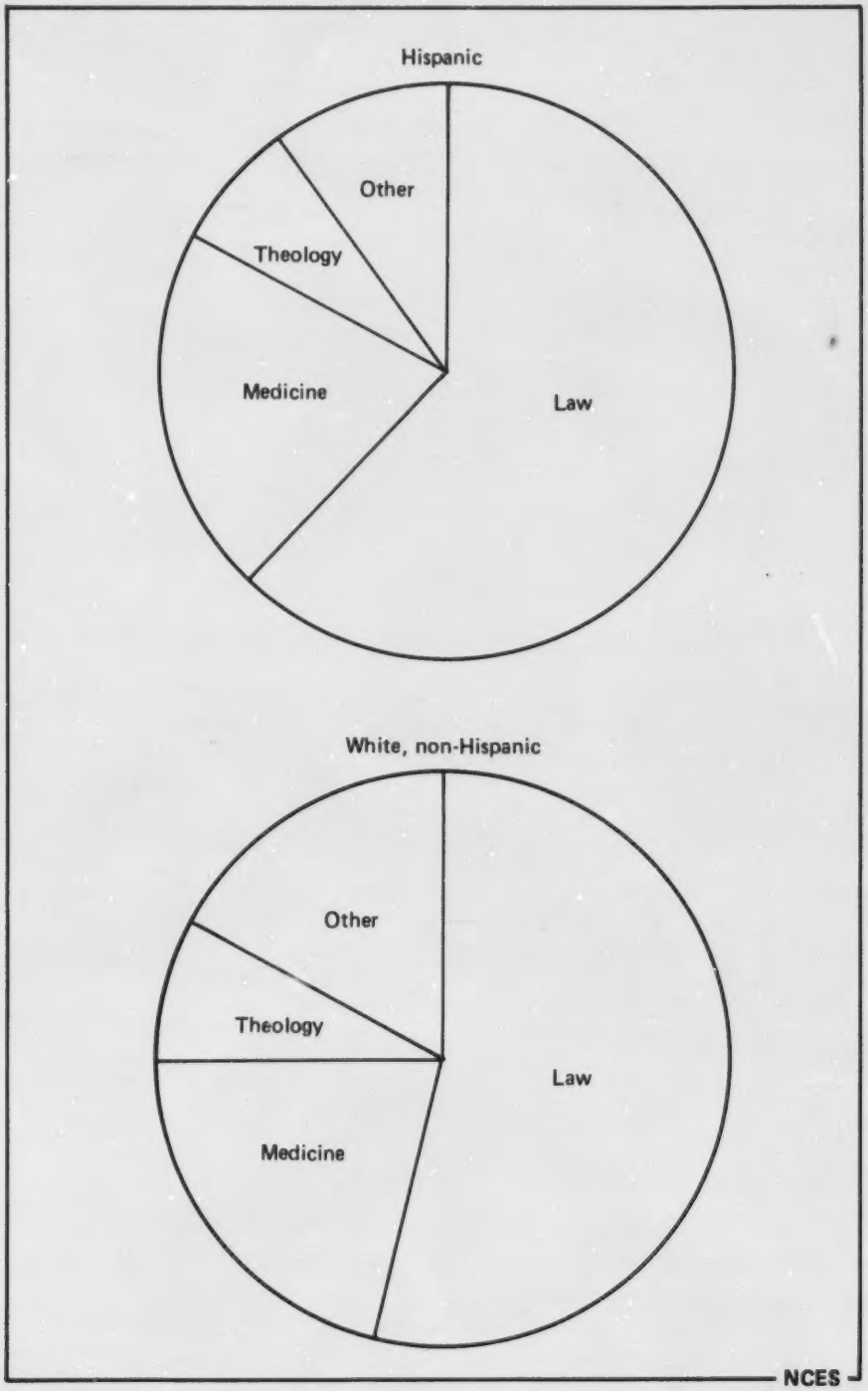

Table 3.29.–Number and percent of Hispanic and white first-professional enrollment in selected fields of study: Fall 1978

Selected fields of study	Hispanic				White, non-Hispanic
	Number		Percent		Percent
	Puerto Rico	U.S. mainland[1]	Puerto Rico	U.S. mainland[1]	U.S. mainland[1]
Total	1,592	5,353	100.0	100.0	100.0
Dentistry	241	421	15.1	7.9	8.5
Medicine	642	1,609	40.3	30.1	25.6
Law	700	2,826	44.0	52.8	46.9
Veterinary medicine	0	39	0	0.7	3.0
Other[2]	9	458	0.6	8.6	16.0

[1]Fifty states and District of Columbia.
[2]The survey did not collect data on any other first-professional field of study than the above.
NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Opening Fall Enrollment, 1978, special tabulations.

Chart 3.29.--Percent of first-professional enrollment for Hispanics and whites in selected fields of study

A larger percent of Hispanic than white first-professional students were enrolled in law and medicine.

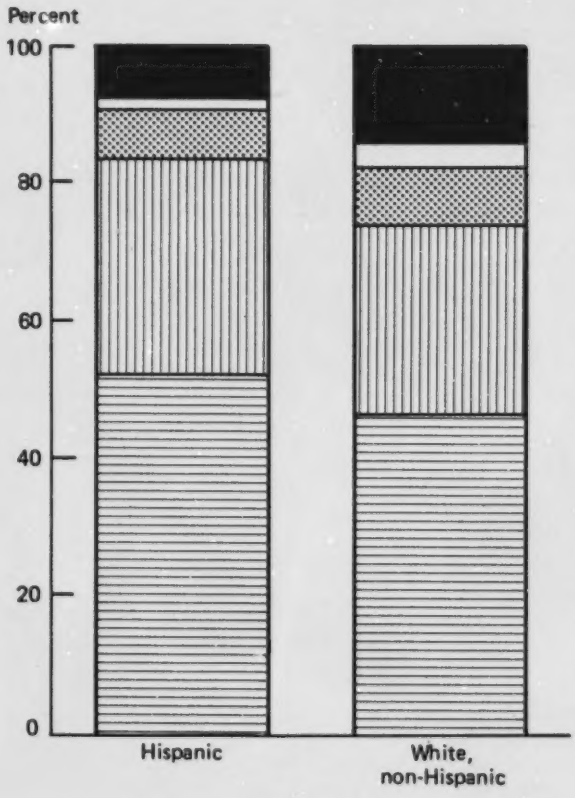

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Table 3.30.–Continuance in postsecondary schools by Hispanics and whites in the high school class of 1972: October 1973

Type of institution attended	Hispanic	White, non-Hispanic
Attended 4-year college in October 1972. . .	78.5	85.9
In October 1973		
Continued 4-year college	74.2	81.4
Switched to		
2-year college	3.5	3.1
Votech school	0.8	1.5
Attended 2-year college in October 1972 . .	68.7	71.4
In October 1973		
Continued 2-year college	62.2	63.2
Switched to		
4-year college	5.0	6.3
Votech school	1.4	1.9

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, *Fulfillment of Short-Term Educational Plans and Continuance in Education.*

Chart 3.30.–Continuance in postsecondary schools by Hispanics and whites

The retention rates in two 2-year colleges were much lower (for both Hispanics and whites) than in 4-year colleges.

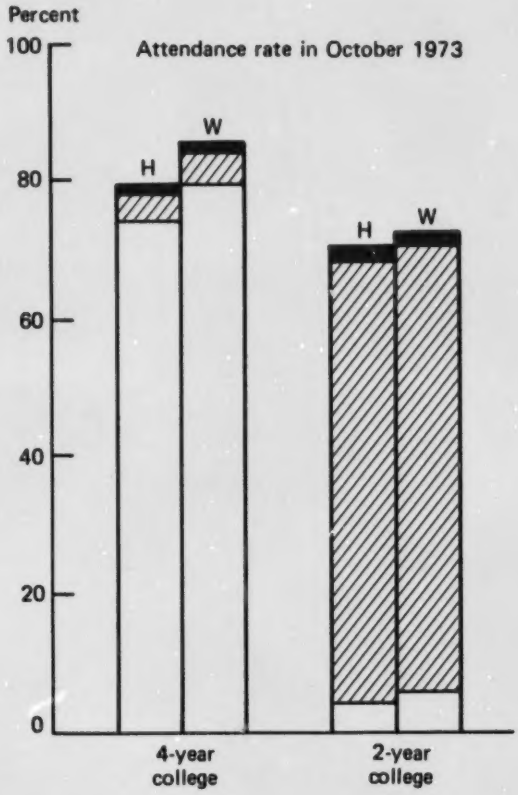

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Table 3.31.–Reasons given by Hispanics and whites in the high school class of 1972 for withdrawing by October 1973 from the postsecondary school attended in October 1972

Reasons	Percent answering "applies to me":	
	Hispanic	White, non-Hispanic
Had financial difficulties	32	23
Wanted to get practical experience	26	27
Failed or not doing as well as wanted	26	21
Offered a good job	18	19
Marriage or marriage plans	16	15
School work not relevant to real world	7	19
Family emergency	7	3
Other (illness, etc.)	2	6

NOTE.–More than one answer could be chosen if applicable.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, *Comparative Profiles One and One-half Years After Graduation.*

Chart 3.31.–Reasons given by Hispanics and whites for withdrawing by October 1973 from the postsecondary school attended in October 1972

Financial difficulties was the reason most often cited by Hispanics for withdrawing from postsecondary education. In contrast, whites most often withdrew to obtain practical experience.

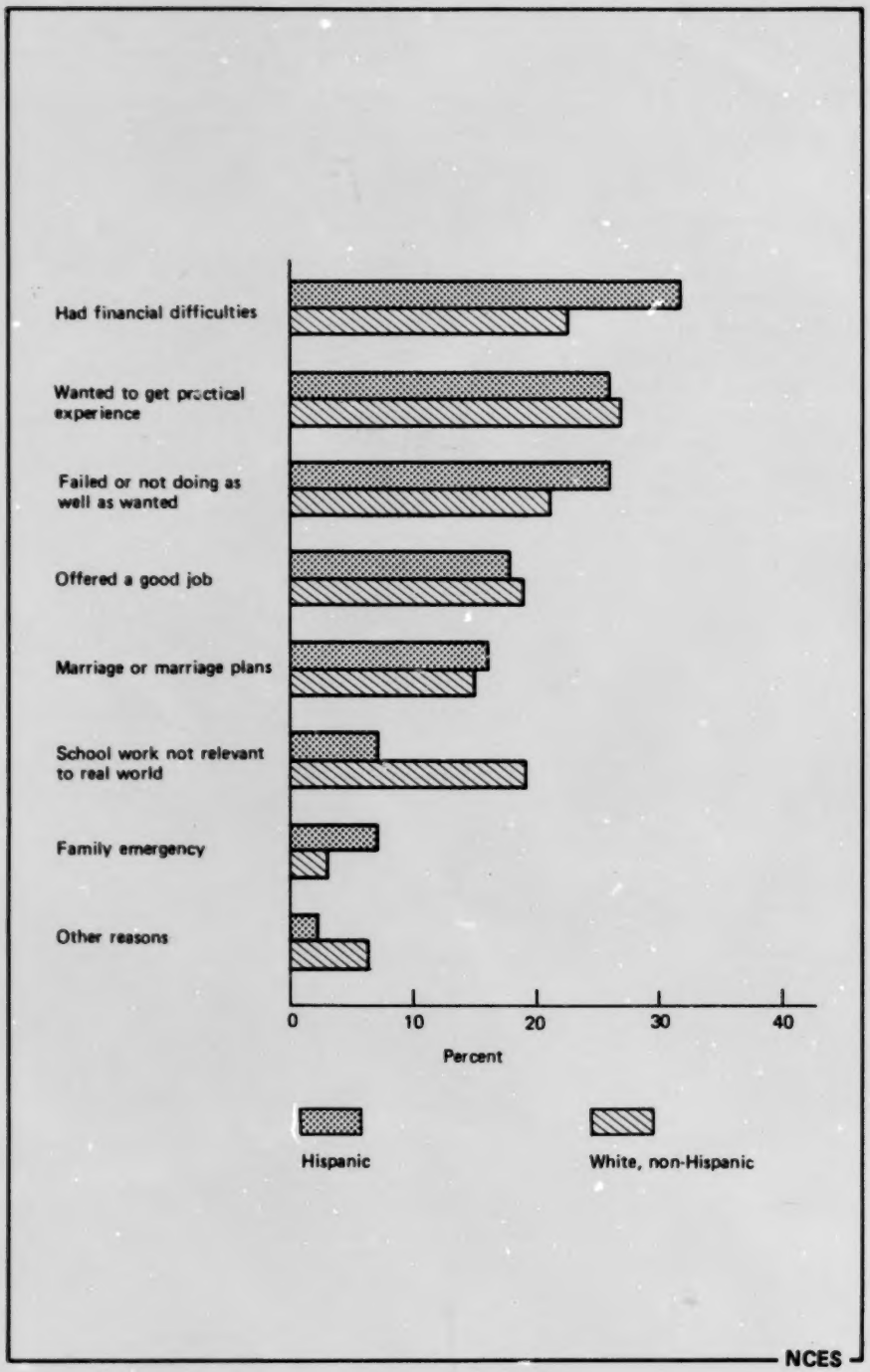

Table 3.32.--Educational status as of October 1974 of Hispanics and whites in the high school class of 1972 who entered 2-year colleges in fall 1972, by sex

Educational status	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
	(Percent distribution)			
Total	100	100	100	100
Completed program	5	9	11	18
Still enrolled in a 2-year institution	38	40	24	20
Transferred to a 4-year college	11	7	27	25
Dropped-out of school	47	45	39	37
Academic reasons	*13*	*6*	*6*	*5*
Non-academic reasons	*34*	*38*	*32*	*33*
Number of respondents	102	83	1,244	1,135

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, *A Capsule Descriptions of Second Follow-up Survey Data, October 1974*, and *Withdrawal from Institutions of Higher Education.*

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Chart 3.32.–Educational status as of October 1974 of those Hispanics and whites in the high school class of 1972 who entered 2-year colleges in fall 1972

Two years after enrolling in 2-year colleges, more white men and women had completed their program or transferred to a 4-year college than their Hispanic counterparts.

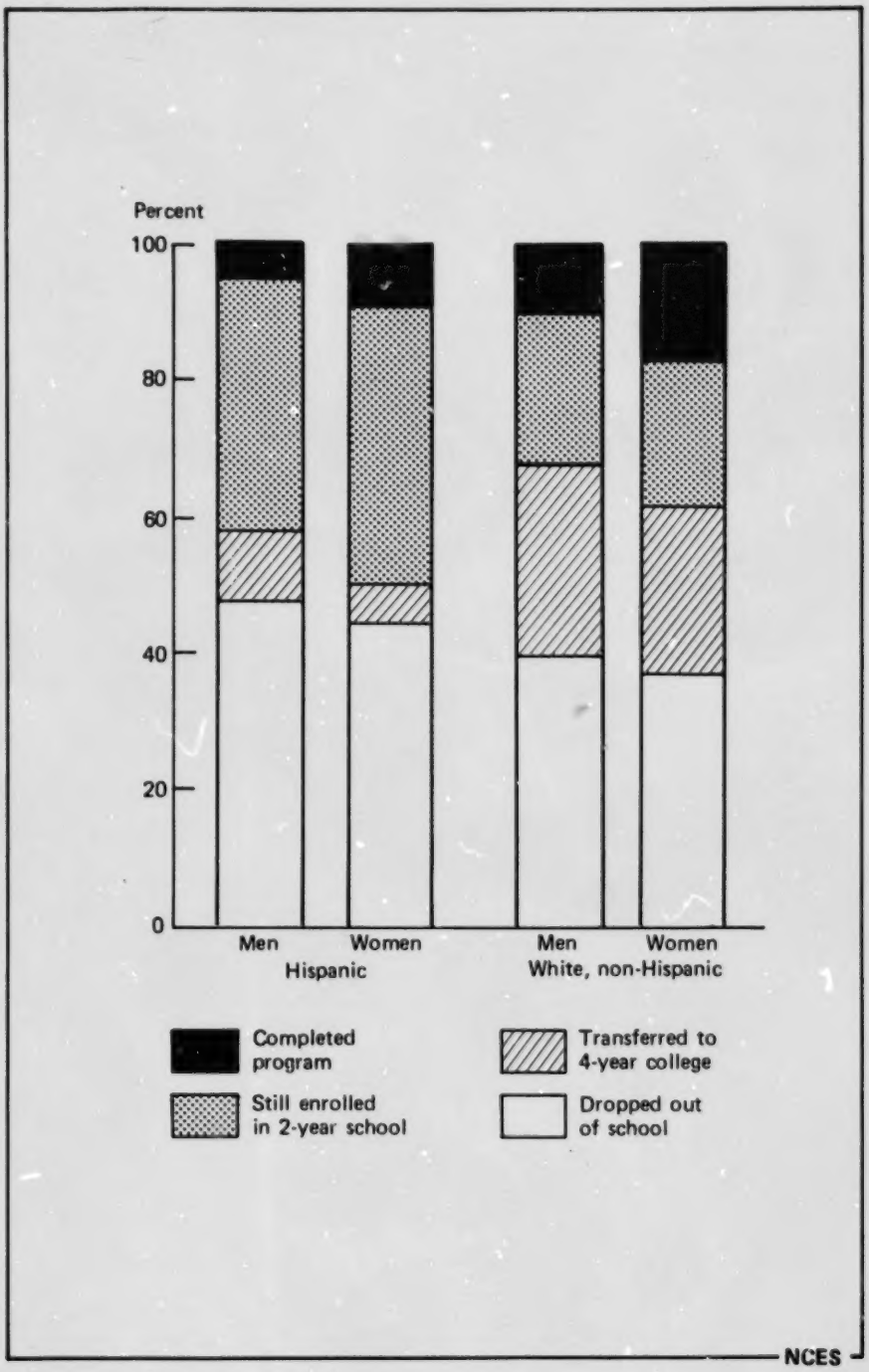


Table 3.33.–Educational status as of October 1976 of Hispanics and whites in the high school class of 1972 who enrolled in academic programs in fall 1972, by sex

Educational status	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
	(Percent distribution)			
Total	100	100	100	100
Bachelor's degree	14	18	36	46
No degree, but still enrolled	29	28	30	20
Dropouts	57	54	34	34
Number of respondents	137	113	3,352	2,892

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Survey of the High School Class of 1972. *A Capsule Description of Young Adults Four and One-Half Years After High School*, by Bruce Eckland and Joseph Wisenbaker, February 1979.

Chart 3.33.–Educational status of Hispanics and whites four years after entering college

Four years after enrolling in academic programs, two-and-a-half times as many white women and men had a bachelor's degree as their Hispanic counterparts.

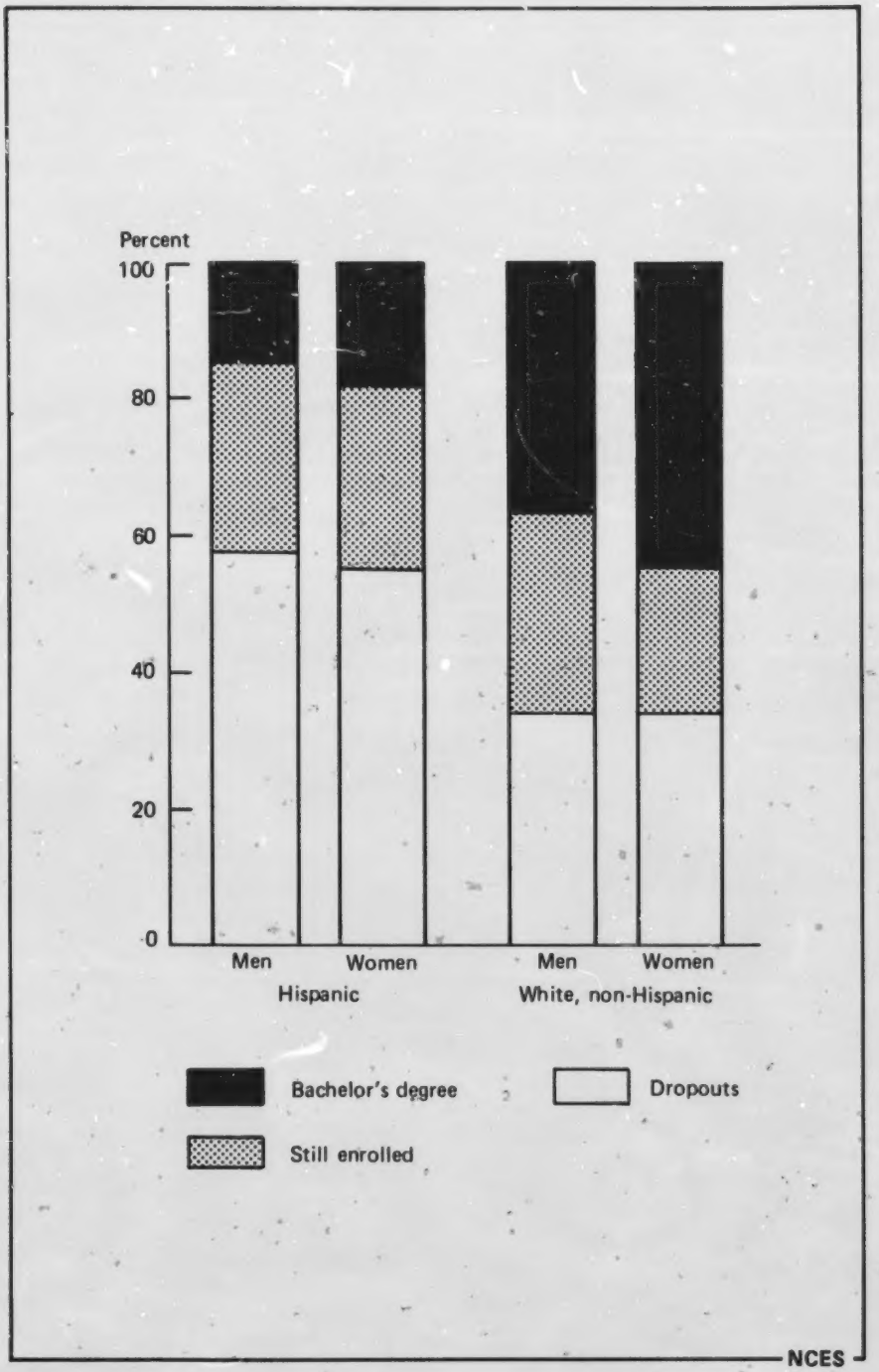


Table 3.34.–Hispanic doctoral degree recipients, by U.S. citizenship (including Puerto Ricans) and by field of study: Fiscal years 1973–1976

Field of study[1]	Total[2] Hispanic	Hispanic, U.S. citizens				Hispanic, non-U.S. citizens	
		Total		Puerto Rican[3]		Permanent visa (Number)	Temporary visa (Number)
		Number	Percent	Number	Percent		
All fields of study . .	1,458	1,069	73	224	15	92	297
Education	367	341	93	66	18	10	16
Social science	129	100	78	21	16	7	22
Psychology	96	90	94	29	30	3	3
Arts/humanities	297	242	81	33	11	38	17
Physical sciences	115	66	57	14	12	11	38
Mathematics	47	24	51	5	11	2	21
Life sciences	264	124	47	29	11	12	128
Engineering	99	44	44	17	17	7	48
Professional fields	43	37	86	10	23	2	4
Other fields	1	1	100	–	–	–	–

[1]Includes doctor's degrees awarded by the University of Puerto Rico.
[2]Total does not include 8 Hispanic doctoral recipients who did not report their citizenship.
[3]This is a breakout of U.S. citizens of Puerto Rican origin, born either in Puerto Rico or on the mainland. Puerto Rican is the only subgroup which could be reliably separated from the data.
NOTE.–Details may not add to totals because of rounding.
SOURCE: National Research Council, Commission on Human Resources, *Women and Minority Ph.D.'s in the 1970's*, Dorothy Gilford and Joan Snyder, 1977.

Chart 3.34.--Hispanic doctoral recipients, by U.S. citizenship and by field of study, with a breakout of Puerto Rican U.S. citizens: Fiscal years 1973-76

About three-fourths of all Hispanics who earned doctoral degrees between 1973 and 1976 in the U.S. and Puerto Rico were U.S. citizens.

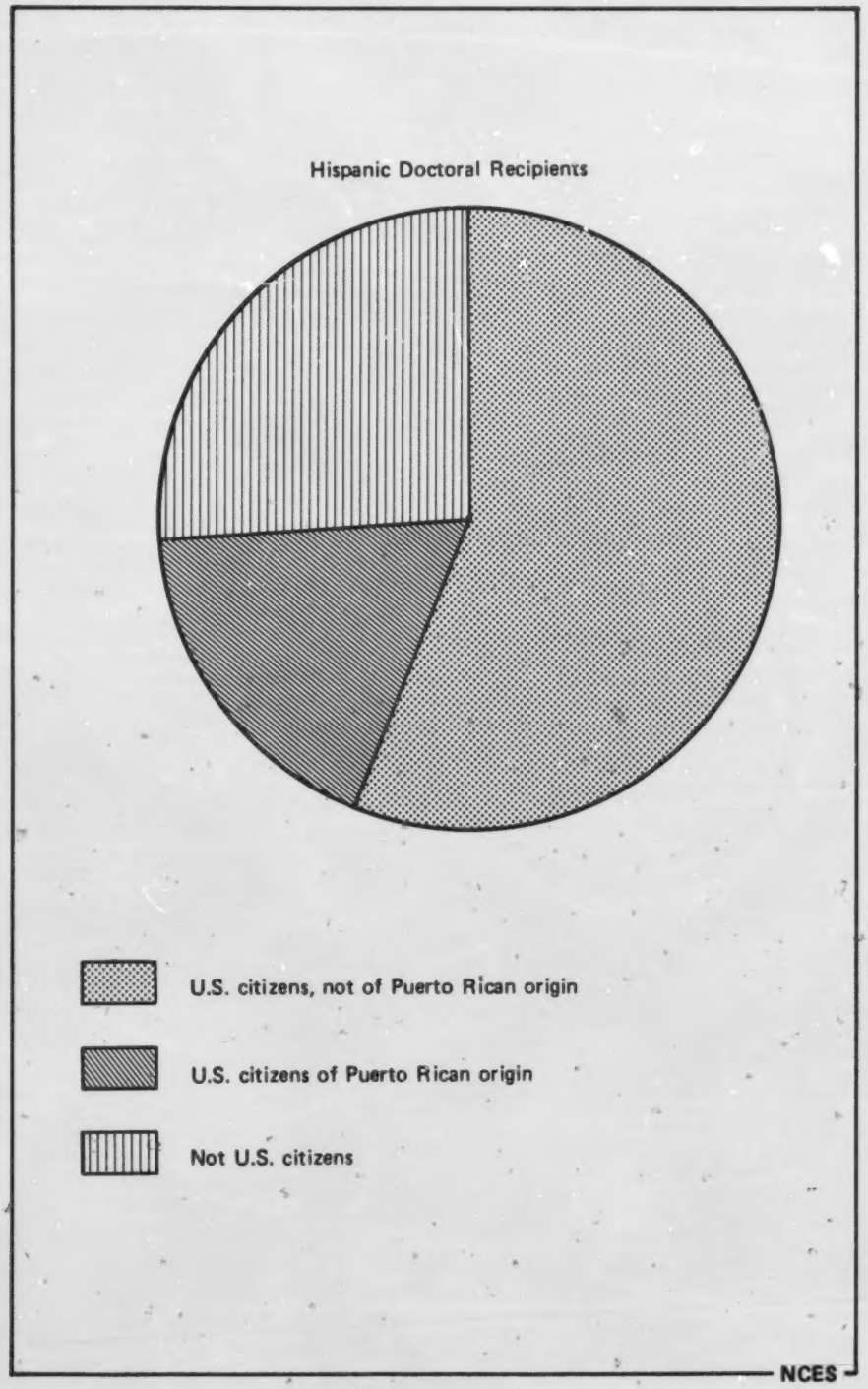

Hispanic Doctoral Recipients
U.S. citizens, not of Puerto Rican origin
U.S. citizens of Puerto Rican origin
Not U.S. citizens
NCES

Table 3.35.–Statistical profile of Hispanic and white doctoral degree recipients, by U.S. citizenship/visa status: Fiscal year 1978

Characteristics	Hispanic				White, non-Hispanic			
	Total[1]	U.S. Citizen	Not U.S. citizen		Total[1]	U.S. Citizen	Not U.S. citizen	
			Perm. visa	Temp. visa			Perm. visa	Temp. visa
Total number	835	467	65	286	23,543	21,601	531	1,370
Percent								
Male	75.0	67.2	80.0	86.7	72.4	71.5	71.4	87.2
Female	25.0	32.8	20.0	13.3	27.6	28.5	28.6	12.8
Doctoral Field								
Percent								
Physical sciences[2]	10.8	5.6	6.2	20.6	13.0	12.8	14.3	16.5
Engineering	9.2	4.1	20.0	15.4	6.3	4.9	17.9	23.1
Life sciences	15.9	9.0	7.7	28.7	15.7	15.8	11.5	14.8
Social sciences	20.0	21.0	26.2	16.8	21.5	21.7	20.9	18.0
Arts and humanities	16.8	23.1	24.6	4.5	15.0	15.4	16.2	8.1
Education	22.9	32.5	12.3	9.8	23.6	24.6	13.0	11.9
Professions and other	4.4	4.7	3.1	4.2	4.9	4.7	6.2	7.5
Median age at doctorate	33.3	33.8	33.1	32.7	31.5	31.5	32.3	31.1
Median age at bachelors	23.9	23.6	24.5	24.4	22.6	22.6	23.2	23.1
Median time lapse B.A. to Ph.D. (in years)								
Total time	9.4	10.2	8.6	8.3	8.9	8.9	9.1	8.0
Registered time	5.7	6.3	5.9	4.9	6.1	6.2	6.3	5.3
Graduate school support								
Percent								
Federal fellow/trainee	18.0	22.3	7.7	14.0	22.4	23.8	7.9	6.6
GI bill	6.1	10.9	0.0	0.0	10.2	11.1	0.2	0.1
Other fellowship	19.8	22.1	13.8	18.5	20.0	19.9	22.0	21.8
Teaching assistantship	29.2	31.9	44.6	23.1	46.4	46.8	49.2	38.6
Research assistantship	24.6	19.1	32.3	32.9	33.7	33.0	38.8	42.9
Educ./Inst. funds	13.3	13.9	7.7	14.3	9.6	9.7	10.4	7.4
Own/spouse earnings	48.9	63.4	63.1	24.1	67.4	69.8	58.0	35.5
Family contributions	9.7	10.9	7.7	8.7	14.2	14.0	17.9	16.1
National Direct Student Loan	6.1	10.7	1.5	0.0	8.7	9.4	4.1	0.4
Other loans	10.3	13.1	3.1	8.0	9.7	9.9	8.5	6.3
Other	18.7	8.6	9.2	38.5	6.0	4.4	9.0	30.1
Unknown	4.8	2.4	3.1	4.2	1.4	1.2	3.4	2.3
Postdoctoral study plans								
Percent	13.2	11.3	16.9	16.1	17.9	17.7	16.8	21.8
Planned employment after doctorate	79.5	84.2	80.0	75.9	78.5	78.9	79.3	72.9
Percent								
Education institution	53.4	58.7	49.2	48.6	50.8	51.2	46.5	46.9
Industry/business	8.6	7.3	18.5	9.1	10.6	10.3	21.1	10.9
Government	10.9	11.3	3.1	12.6	8.8	8.9	4.3	9.6
Non-profit	3.6	4.1	4.6	2.8	5.0	5.2	3.6	2.6
Other and unknown	3.0	2.8	4.6	2.8	3.3	3.4	3.8	3.0
Employment location after doctorate[3]								
Percent								
U.S.	65.2	93.7	85.7	12.1	91.0	95.1	85.1	26.3
Foreign	30.2	2.1	5.7	84.2	5.8	1.7	12.0	70.5
Unknown	4.5	4.2	8.6	3.6	3.3	3.3	2.9	3.2

[1]Includes individuals who did not report their citizenship at time of doctorate.
[2]Includes mathematics.
[3]The base for this percent is the number of doctorates who have found definite employment.
SOURCE: National Research Council, Commission on Human Resources, *Doctorate Recipients from United States Universities, Summary Report, 1978.*

Chart 3.35.–Statistical profile of Hispanic and white doctoral recipients

The median age at which Hispanics earned their doctorates in 1977–78 was 33.3, while for whites it was 31.5.

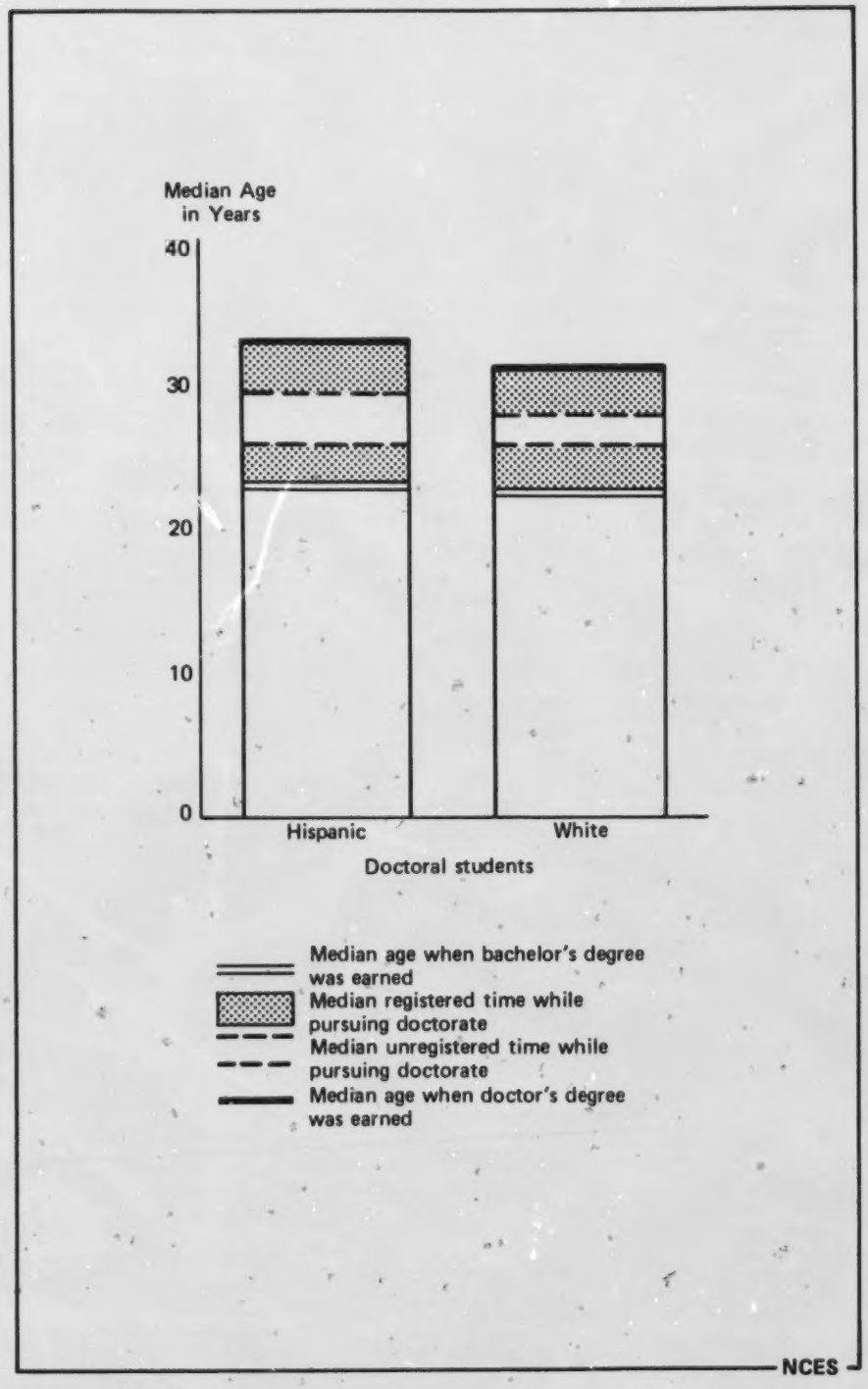


Table 3.36.–Percentage distribution of Hispanic and all college students, by dependency status and income: Spring 1976

Dependency status[1]	Hispanics	All college students (including Hispanics)
	(Percent distribution)	
Dependent students		
Total, number (000s)	207	6,073
Total, percent	100	100
Parent's income		
Less than $4,999	23	8
$5,000 to $9,999	24	12
$10,000 to $14,999	16	16
$15,000 to $19,999	15	18
$20,000 and over	22	46
Percent of students in families with incomes below the poverty level[2]	10	3
Independent students		
Total, number (000s)	264	5,882
Total, percent	100	100
Individual/family income[3]		
Less than $4,999	17	14
$5,000 to $9,999	27	21
$10,000 to $14,999	27	22
$15,000 to $19,999	16	19
$20,000 and over	15	25
Percent of students in families with incomes below the poverty level[2]	14	8

[1] Students were considered to be financially dependent on their parents if they were living at home with their parents, or if living alone or with unrelated individuals, their income was not sufficient for support. Those students not classified as dependent were considered independent.

[2] Families and unrelated individuals are classified as being below the poverty level using an index adopted by a Federal Interagency Committee in 1969 and updated annually. The poverty threshold for a nonfarm family of four was $5,815 in 1976.

[3] Individual income was used if the student lived alone or with unrelated individuals. Family income of the student was used otherwise.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, unpublished tabulations.

Chart 3.36.–Distribution of Hispanic and all college students, by dependency status and income

Almost half of the parents of dependent Hispanic students had incomes less than $10,000.

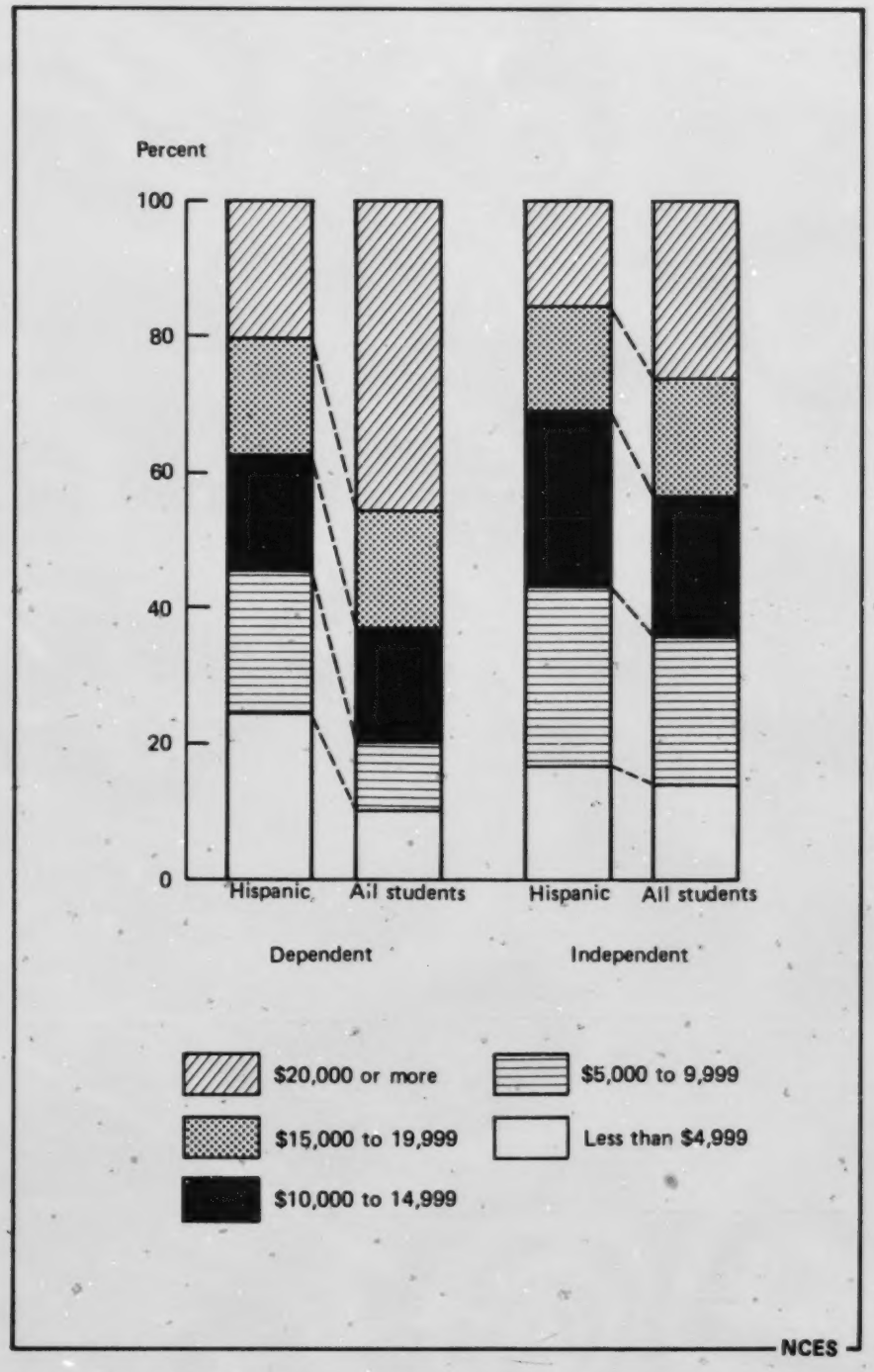


Table 3.37.–Education attainment of the family head of Hispanic and white college students who lived with their parents: Spring 1976

Highest level of education attainment of family head[1]	Hispanic	White, non-Hispanic
	(Percent distribution)	
Total	100	100
Elementary school	38	6
Some high school	15	9
High school graduate	21	30
Some college	15	20
College graduate	11	34

[1] Data was only available on those students who still lived with their parents while attending college.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 3.37.–Educational attainment of the family head of Hispanic and white college students who lived with their parents

Over half of the family heads of Hispanic college students (living with their parents) had not graduated from high school, compared with 15 percent for white students.

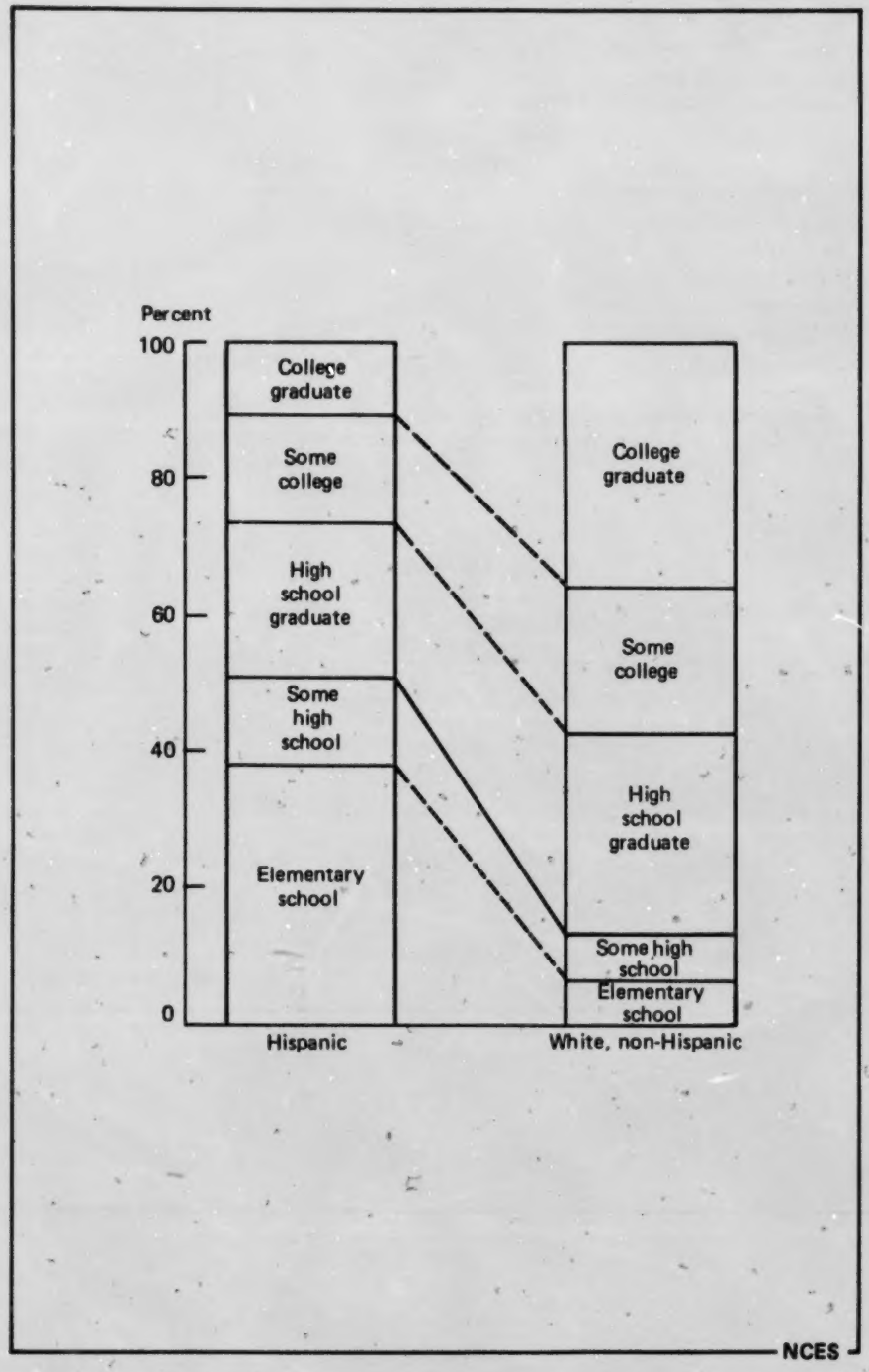


Table 3.38.–Educational status of population 16 to 29 years old and 30 years and older: Spring 1976

Educational status	White, non-Hispanic	Total Hispanic[1]	Hispanic subgroups		
			Mexican American	Puerto Rican	Cuban
Population 16 to 29 years old (000s) . . .	42,796	2,869	1,845	387	140
Percent of population who are:					
High school graduate	73	49	46	42	60
Enrolled in college	18	12	11	10	26
Completed 2 years college, not in school	16	6	5	*	*
Completed 4 years college, not in school	9	2	2	*	*
Population 30 years and older (000s) . . .	86,928	3,906	2,137	566	385
Percent of population who are:					
High school graduate	64	37	31	30	48
Enrolled in college	3	3	3	*	*
Completed 2 years college, not in school	21	9	6	5	20
Completed 4 years college, not in school	13	5	3	*	12

*Percent not shown where base is less than 20,000 persons.
[1]Includes "other Hispanics."
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 3.38.–Percent of population 16 to 29 years old enrolled in college, by subgroup

With the exception of Cubans, Hispanics have a lower enrollment rate in college than whites.

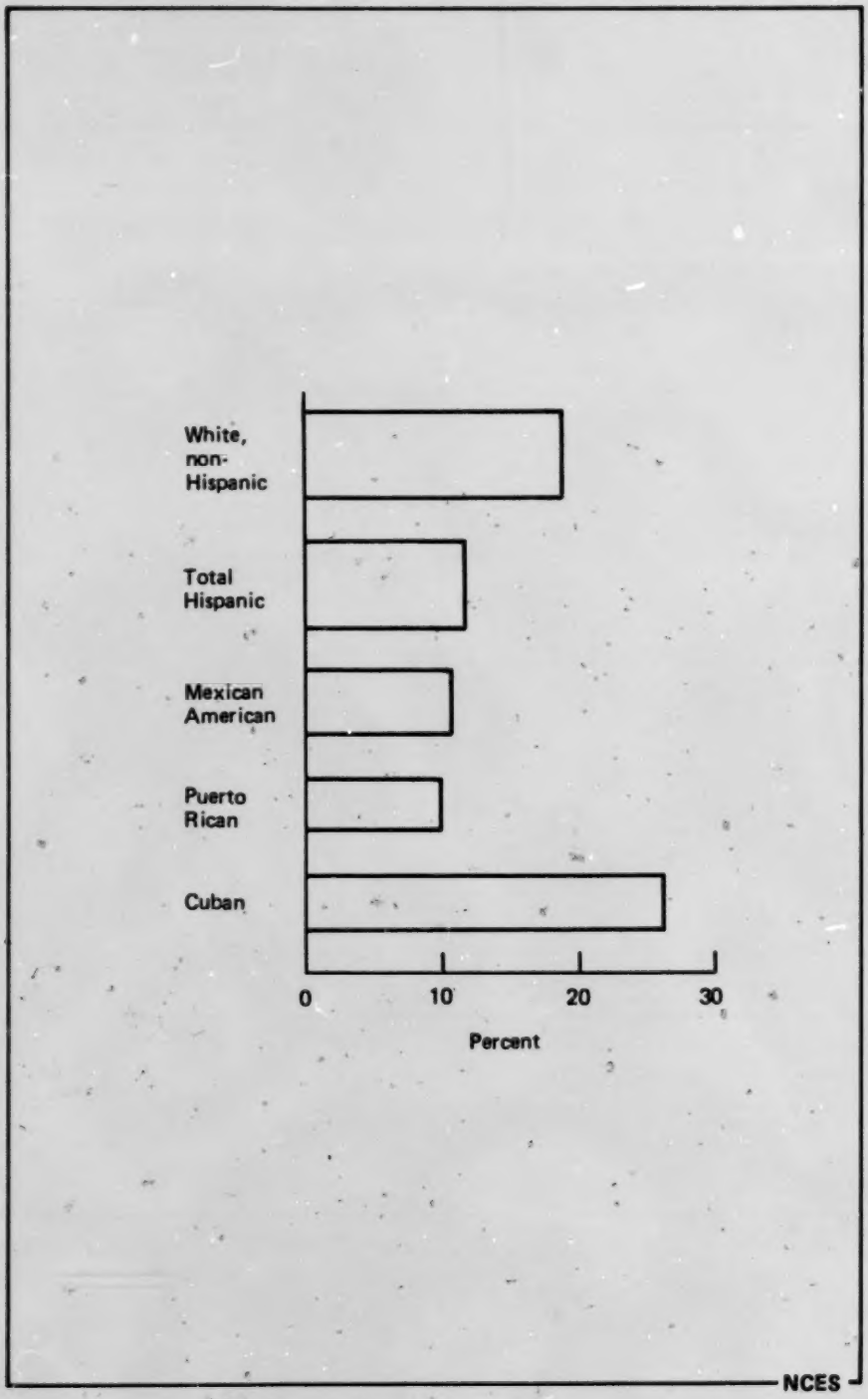


Table 3.39.–Distribution of Hispanic college students[1], by language characteristics and by subgroup: Spring 1976

Language characteristics	Total Hispanics	Hispanic subgroup			
		Mexican American	Puerto Rican	Cuban	Other Hispanics
Total	100	100	100	100	100
Mono-English language background[2]	19	16	*	*	32
Non-English language background[3]	81	84	84	99	68
Speak only English themselves[4]	11	13	*	*	*
Speak a non-English language themselves[5]	67	66	70	96	58
Not reported	*	*	*	*	*

*Percent not shown where base is less than 20,000 persons.
[1]Enrolled in college at any level. Excludes Puerto Rico and outlying territories.
[2]English was the only language spoken in the household as a child and is the only language spoken in the household currently.
[3]A non-English language was spoken in the household as a child and/or is spoken (either sometimes or usually) in the household currently.
[4]Although from a non-English language background, the individual only speaks English himself.
[5]The individual speaks a non-English language himself, either sometimes or usually.
NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, spring 1976, special tabulations.

Chart 3.39.–Percent of Hispanic college students who speak a language other than English, by subgroup

The majority of Hispanic college students speak a language other than English, either usually or sometimes.

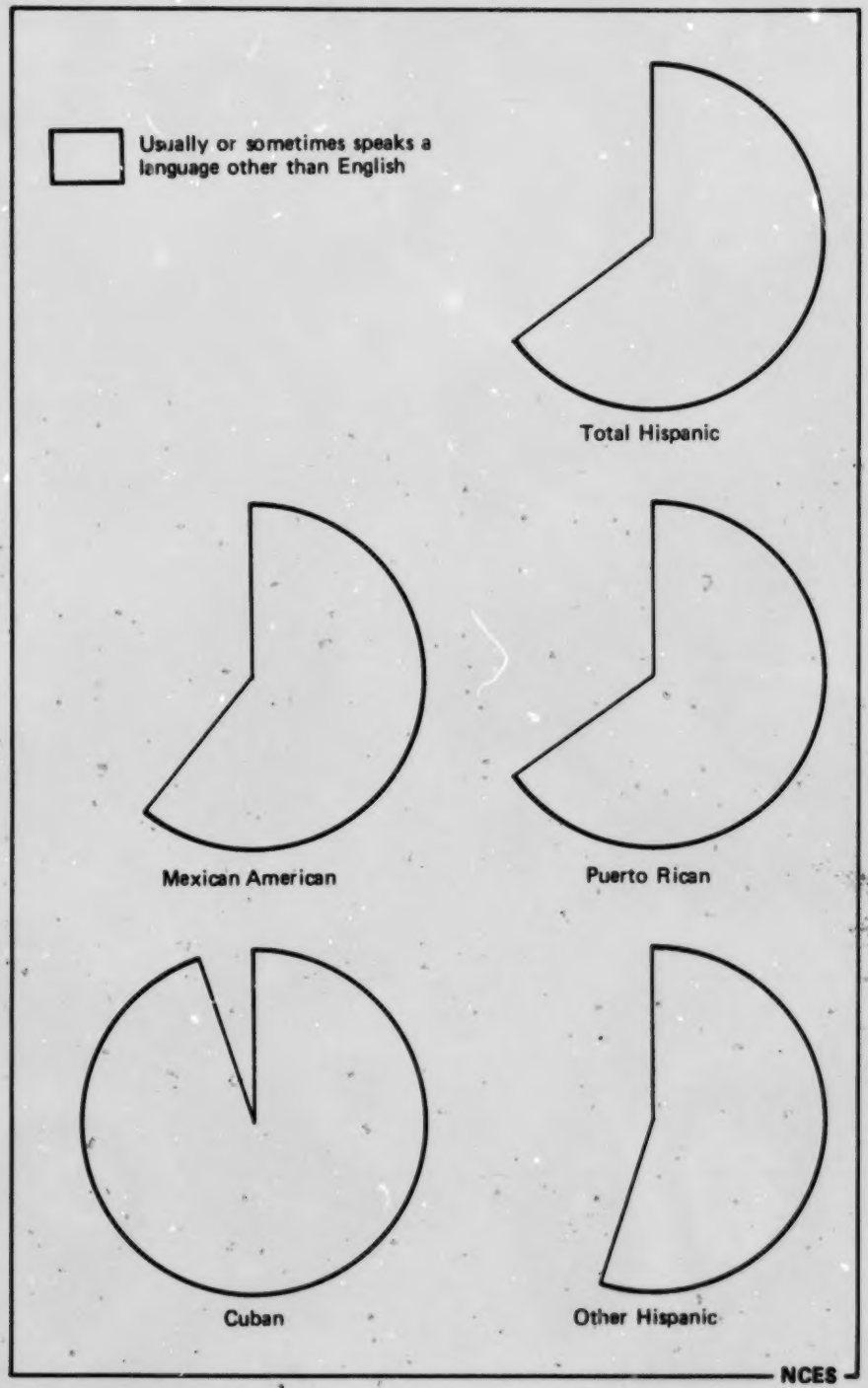


Table 3.40.–Full-time Hispanic and white employees in institutions of higher education, by occupational activity: 1977

Occupational activity	Hispanics as percent of all employees	Distribution of employees	
		Hispanic N=39,934	White, non-Hispanic N=1,204,684
Total	2.7	100.0	100.0
Executive, administrative, managerial	1.4	3.7	7.9
Faculty[1]	1.5	17.2	34.8
Professional nonfaculty	1.8	8.6	13.8
Secretarial/clerical	3.1	25.2	21.9
Technical/paraprofessional	3.4	10.1	7.7
Skilled crafts	3.5	4.7	3.8
Service/maintenance	5.8	30.5	10.2

[1]Includes full-time faculty with less than a 9- to 10-month contract.

NOTE.–Details may not add to totals because of rounding.

SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information Report (EEO-6), January 1977, unpublished tabulations.

Chart 3.40.–Hispanics as a percent of full-time employees in institutions of higher education, by by occupational activity

Hispanics comprised less than 2 percent of the full-time administrators, faculty, and other professionals in colleges and universities.

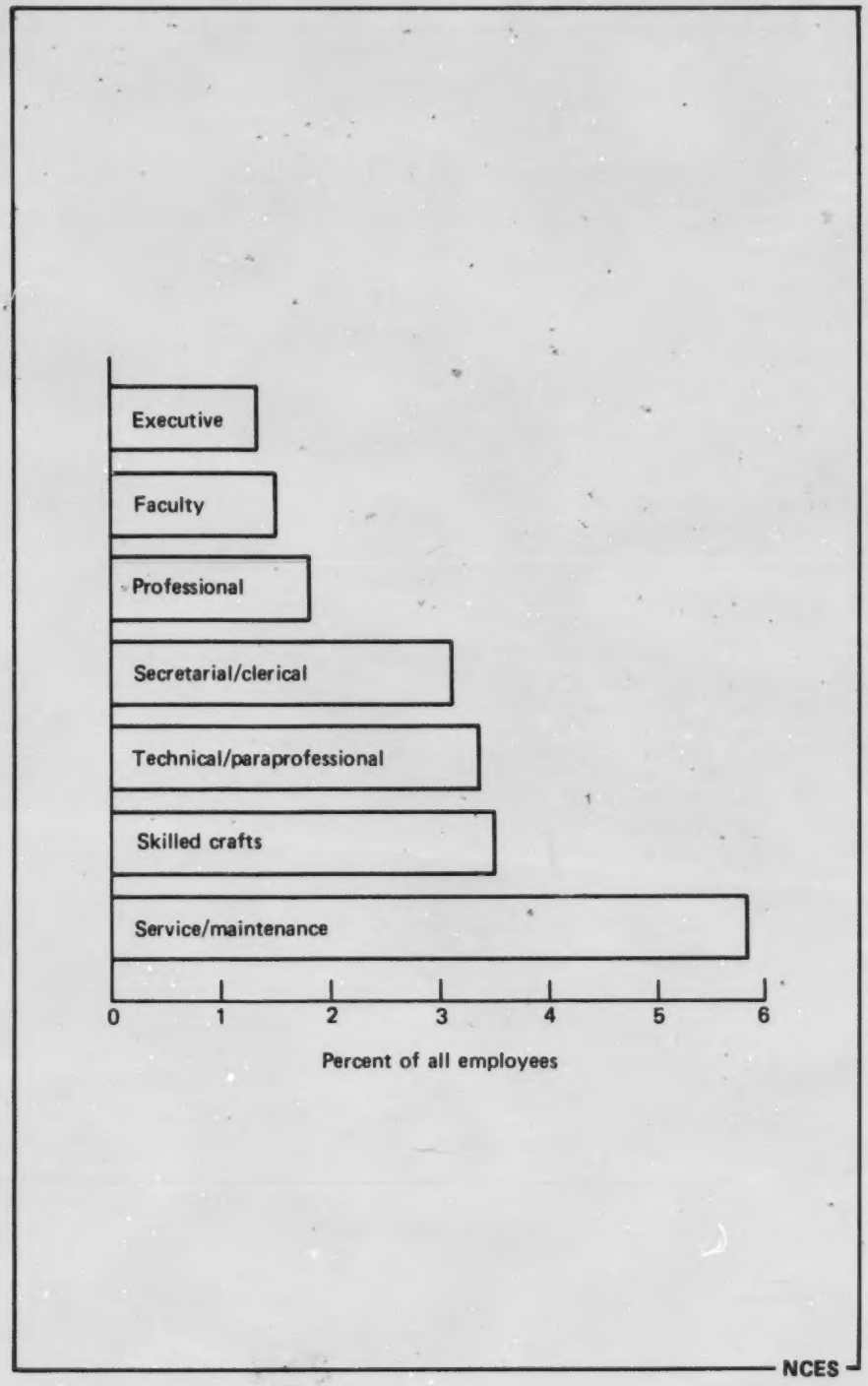


Table 3.41.--Median salary of full-time Hispanic and white employees in institutions of higher education, by occupational activity and contract type: 1975

Occupational activity and contract type	Hispanic		White, non-Hispanic
	Number	Median salary	Median salary
Executive, administrative, managerial[1]			
11-12 month	1,203	$16,190	$18,748
Faculty[2]			
9-10 month	4,209	15,121	15,751
11-12 month	1,940	18,289	19,380
Professional, nonfaculty[1]			
11-12 month	2,920	12,950	12,824
Secretarial/clerical[1]			
11-12 month	8,425	7,677	7,343
Technical/paraprofessional			
11-12 month	3,313	9,440	9,525
Skilled craft[1]			
11-12 month	1,436	10,542	10,774
Service/maintenance[1]			
11-12 month	11,027	7,113	7,246

[1]Excludes the small percent of employees with 9- to 10-month contracts.
[2]Excludes faculty with less than 9-month contracts.
SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information Report (EEO-6), January 1975, unpublished tabulations.

Chart 3.41.–Median salary of Hispanic and white full-time employees in institutions of higher education, by occupational activity

The widest gap in median salaries of whites and Hispanic employees occurred in executive and 12-month faculty positions.

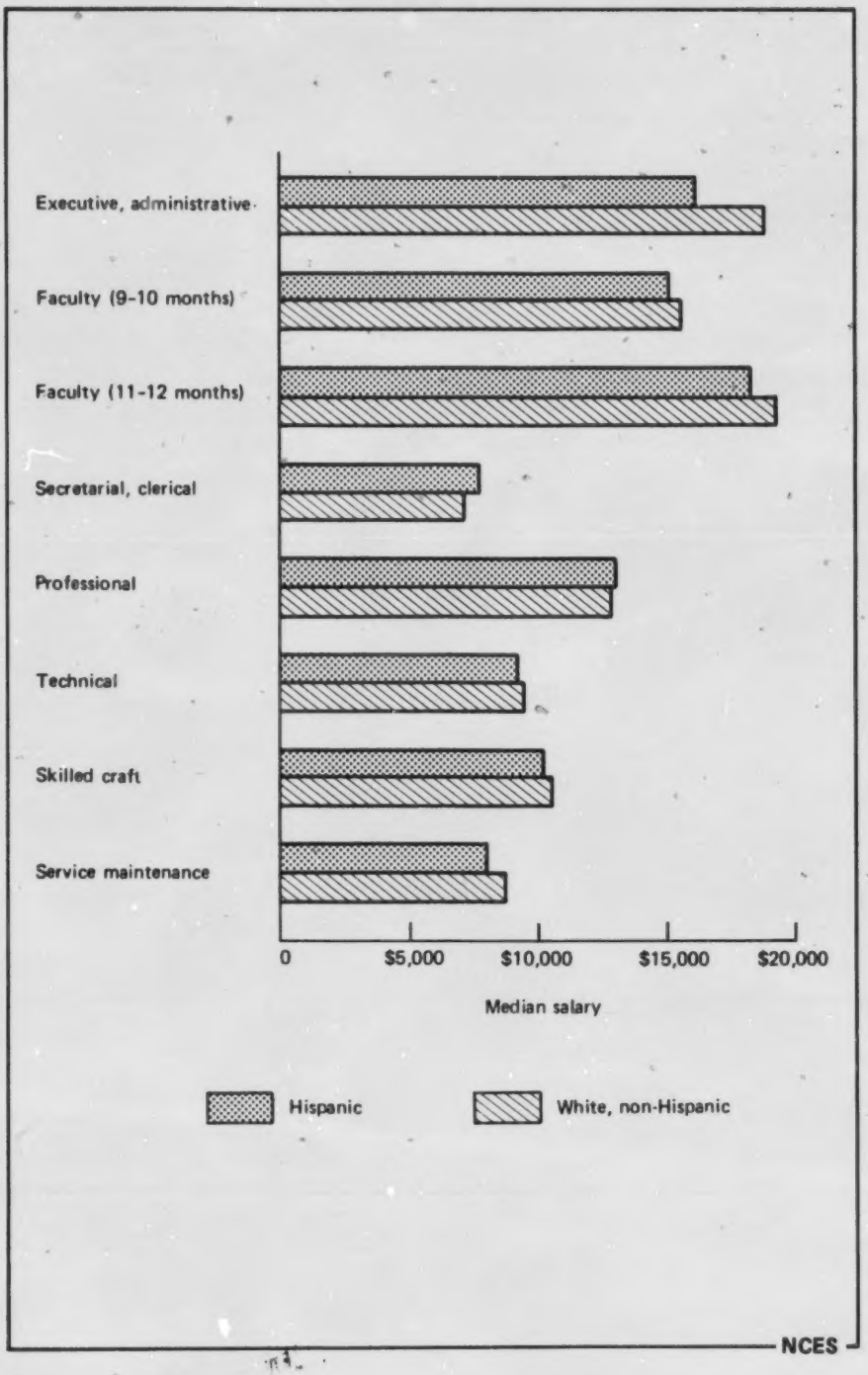


Table 3.42.–Occupational distribution of full-time Hispanic and white faculty in institutions of higher education, by rank and tenure: 1975

Rank of full-time faculty	Hispanic as percent of all employees				Percent distribution					
					Hispanic			White, non-Hispanic		
	Total	Tenure	On-track[1]	Nontenure[2]	Tenure	On-track[1]	Non-tenure[2]	Tenure	On-track[1]	Non-tenure[2]
Total	1.4	1.1	1.7	1.7	100.0	100.0	100.0	100.0	100.0	100.0
Professors	0.8	0.7	1.2	1.0	25.8	2.2	2.7	39.1	3.1	5.2
Associate professors	1.2	1.1	1.5	1.6	32.0	11.0	6.2	33.5	12.4	7.1
Assistant professors	1.5	1.2	1.6	1.6	16.1	50.9	16.1	14.5	56.7	19.4
Instructors	2.2	2.3	2.0	2.2	22.0	28.0	41.3	10.5	23.2	32.1
Lecturers	2.8	2.9	4.7	2.2	1.3	3.9	9.3	0.5	1.2	7.1
Other faculty	1.5	1.5	2.0	1.4	2.8	4.0	24.4	2.0	3.4	31.1

[1]Nontenured, but on-track for tenure.
[2]Other nontenured.
NOTE.–Details may not add to totals because of rounding.
SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information Report (EEO-6), January 1975, unpublished tabulations.

Chart 3.42.–Hispanics as a percent of all full-time tenured employees in institutions of higher education, by activity

In 1975, Hispanics comprised less than one percent of all tenured professors, but almost three percent of all tenured lecturers.

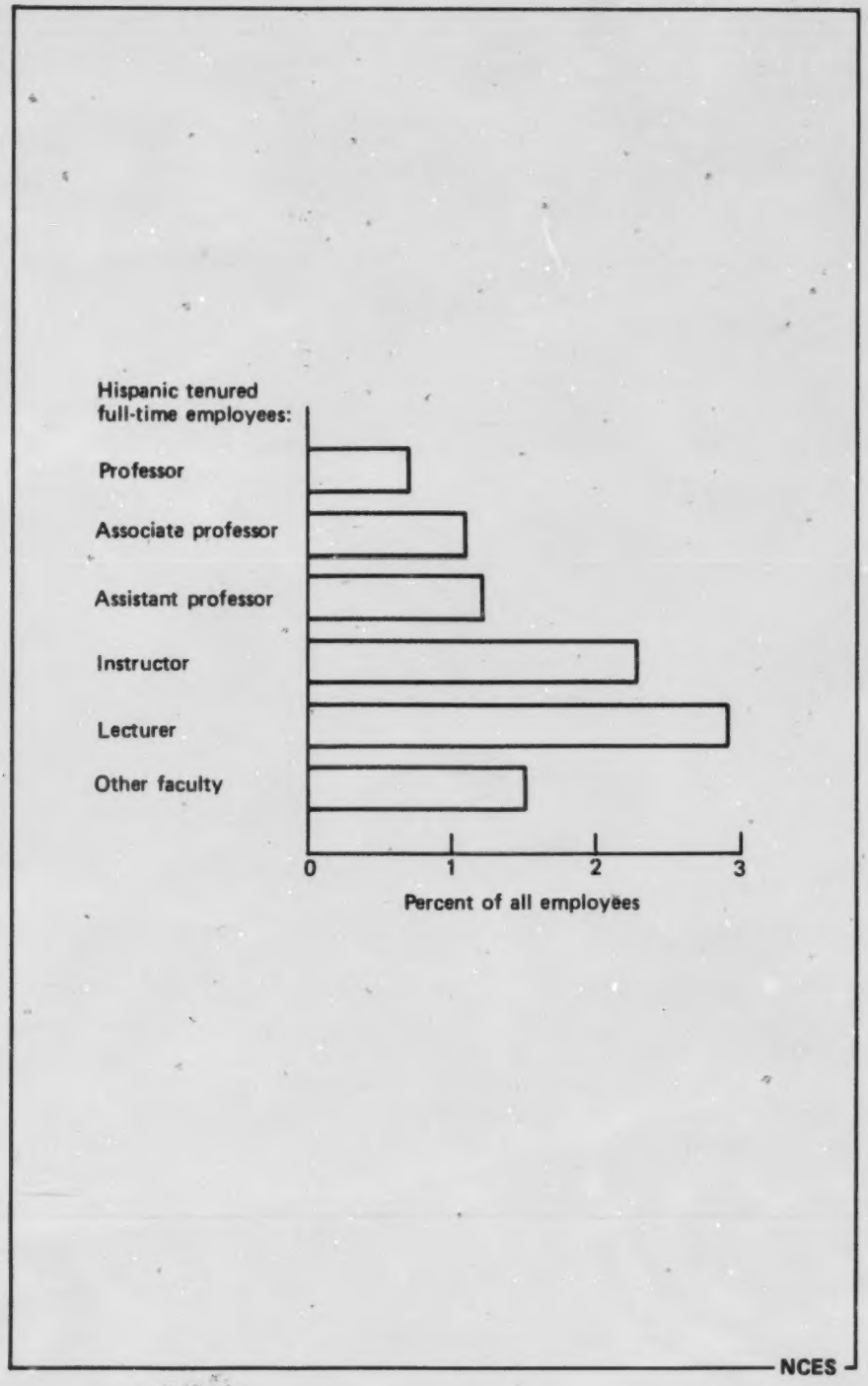


Table 3.43.–Title III funds for Basic and Advanced Institutional Development awarded to institutions with 20 percent Hispanic enrollment or more: 1973–1979

Fiscal Year	Total[1]		U.S. Mainland[2]		Puerto Rico	
	Amount ($'000's)	Percent[3]	Amount ($'000's)	Percent[3]	Amount ($'000's)	Percent[3]
1973	$ 5,776	5.3	$4,876	4.4	$ 900	0.8
1974	7,432	6.8	6,177	5.6	1,255	1.1
1975	7,946	7.2	6,501	5.9	1,445	1.3
1976	6,346	5.8	5,061	4.6	1,285	1.2
1977	8,568	7.8	6,952	6.3	1,616	1.5
1978	5,886	5.4	4,165	3.8	1,611	1.5
1979	10,253	8.8	7,462	6.4	2,791	2.4

[1]Program in Title III for institutions with approximately 20 percent Hispanic enrollment or more. Title III is a federal program whose purpose is to strengthen developing colleges through funding programs to enable an institution to build the basic strengths needed to attain secure status. The Advanced program provides larger grants to accelerate development of a few selected institutions in order to enter the mainstream of higher education.

[2]Fifty States and District of Columbia.

[3]Percent of total Title III funds appropriated.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, *Bureau of Higher and Continuing Education Factbook: Summary of Program Information through Fiscal Year 1978* and staff report for Fiscal Year 1979 data.

Chart 3.43.–Percent of Title III funds awarded to colleges with 20 percent Hispanic enrollment or more

Since 1973, Title III funds for Puerto Rico tripled.

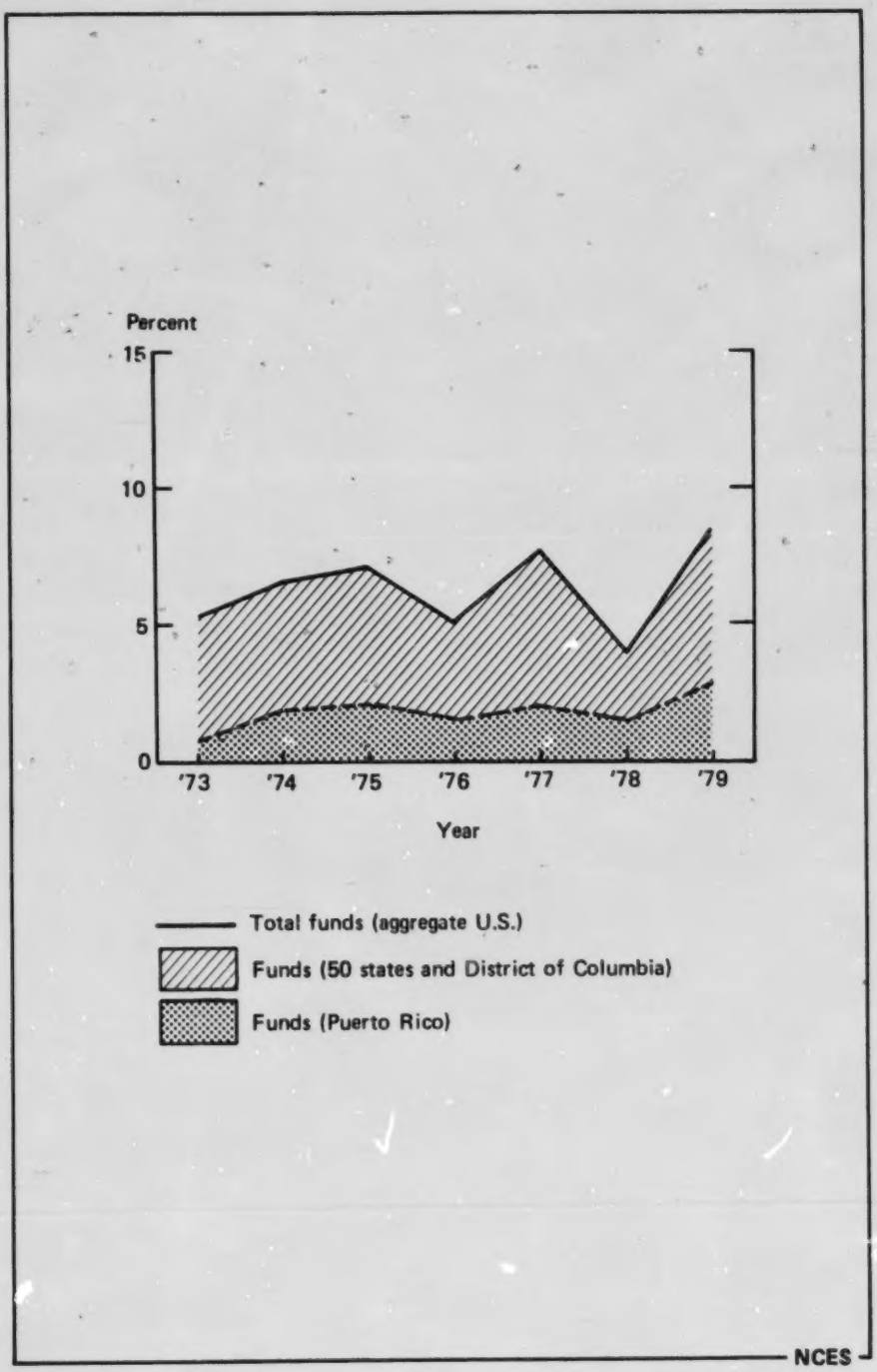


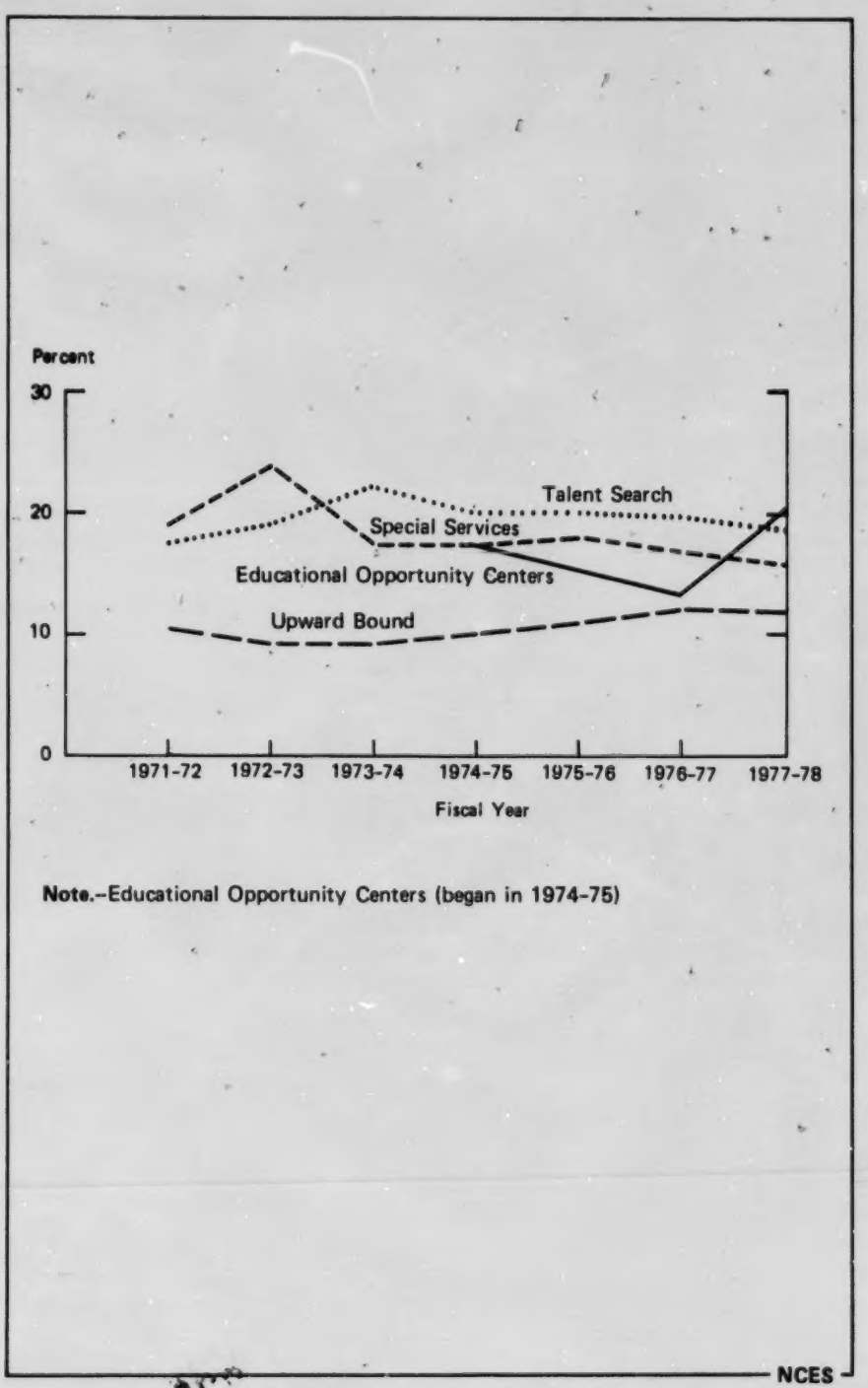
Table 3.44.–Participation of Hispanics in four Federal programs for persons from disadvantaged backgrounds: 1972–78

Year	Hispanic participation*							
	Educational Opportunity Centers[1]		Special Services[2]		Talent Search[3]		Upward Bound[4]	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1971-72.....	–	–	9,087	19	23,074	18	2,875	11
1972-73.....	–	–	13,471	22	19,066	19	3,288	10
1973-74.....	–	–	13,601	18	23,401	21	4,709	9
1974-75.....	5,629	18	15,877	18	22,357	20	4,826	9
1975-76.....	5,414	15	16,825	19	24,104	20	4,564	10
1976-77.....	6,327	13	16,586	18	22,225	20	5,136	11
1977-78.....	11,790	20	21,527	17	27,288	19	4,289	11

*Each percent is based on the total number of participants in the indicated program.
[1]This program did not begin until 1974–75. It operates centers assisting low-income persons desiring a postsecondary education.
[2]Assists low-income and handicapped students to complete postsecondary education.
[3]Helps identify and encourage promising students to complete high school and pursue postsecondary education.
[4]Motivates young people from low-income backgrounds with inadequate high school preparation to enter and succeed in postsecondary education.
SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Higher and Continuing Education, Division of Student Services and Veteran Programs, unpublished tabulations.

Chart 3.44.–Participation of Hispanics in special programs for students from disadvantaged backgrounds

Hispanic participation in programs for students from disadvantaged backgrounds has ranged between 9 and 22 percent of total participants in the 1970's.



Note.–Educational Opportunity Centers (began in 1974-75)

Table 3.45.–Distribution of GPOP fellowships, by ethnicity and sex: November 1979

GPOP Fellowships	Total[2]		White non-Hispanic	Hispanic	Native American	Asian American	Black non-Hispanic
	Number	Percent					
Total	869	100	24.1	14.3	3.6	5.4	52.6
Continuing[1]	303	100	26.1	16.5	3.6	6.9	46.8
New[1]	566	100	23.3	13.1	3.5	4.6	55.5
Men	369	100	0.0	22.0	3.3	7.3	67.5
Continuing	131	100	0.0	27.5	1.5	9.2	61.8
New	238	100	0.0	18.9	4.2	6.3	70.6
Women	500	100	42.0	8.6	3.8	4.0	41.2
Continuing	172	100	45.9	8.1	5.2	5.2	35.5
New	328	100	39.9	8.8	3.4	3.0	44.8

[1]Graduate and professional opportunities program (GPOP) authorized by the Higher Education Act, Title IX. It provides fellowship and institutional support in academic and professional areas considered by the Commissioner of Education to be important. Continuing fellowships are current fellows who were awarded their fellowship in fiscal year 1978–1979. New fellowships were awarded in fiscal year 1979–1980.

[2]The number of fellowships varies slightly throughout the fiscal year because of unused slots which are filled, leave of absences of fellows, completion of programs, etc.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, Bureau of Higher and Continuing Education. Program information from the Graduate and Professional Opportunities Program (Title IX), released 11/1/79.

Chart 3.45.–Distribution of fellowships in Title IX, by ethnicity and sex

In the Title IX program, Hispanic men account for over a fifth of the fellowships awarded to men, while Hispanic women received less than a tenth of the fellowships awarded to women.

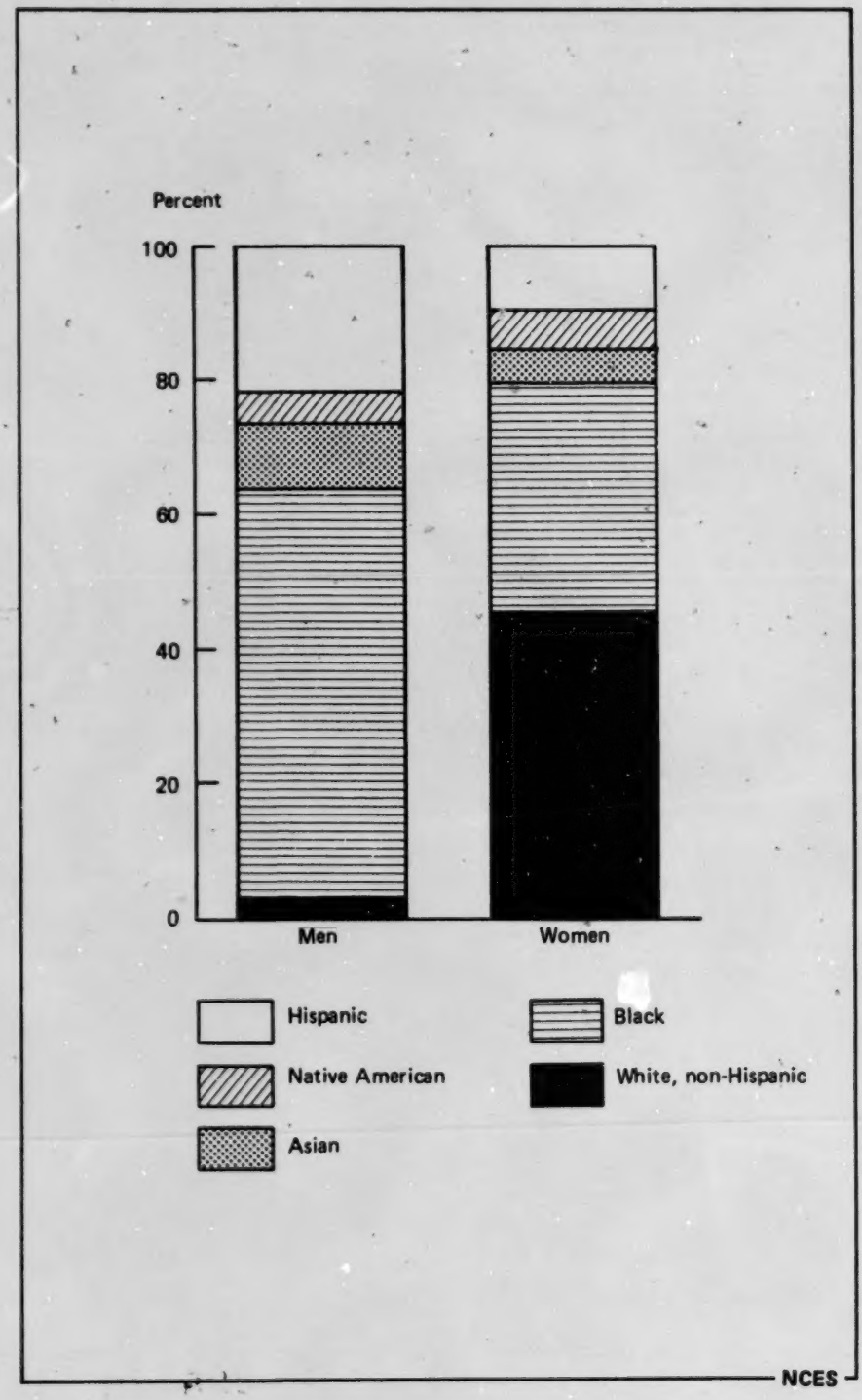


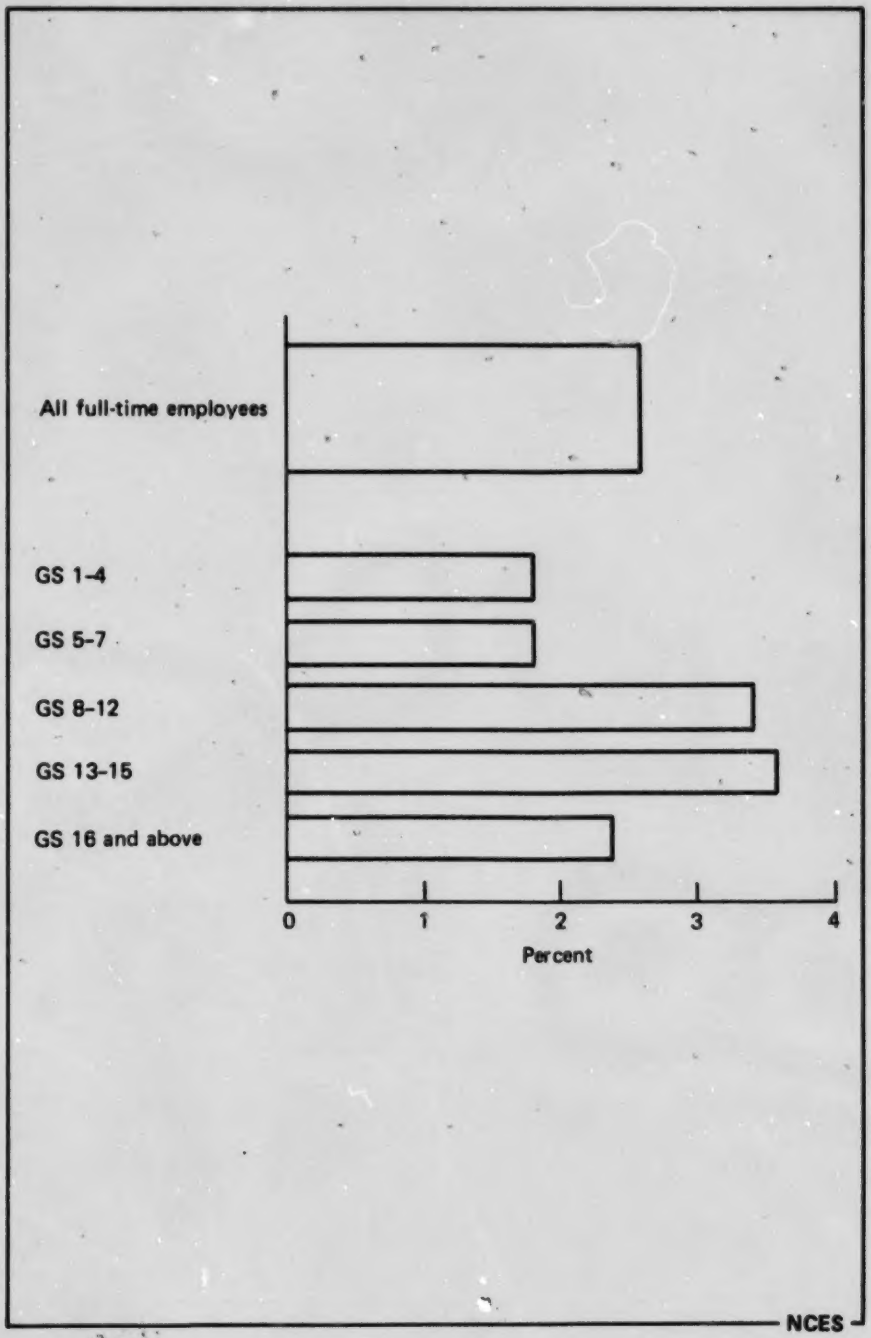
Table 3.46.–Hispanic full-time employees in the U.S. Office of Education as percent of all employees, by sex and grade level: December 1978

Grade level	Hispanics as percent of all employees:		
	Total	Men	Women
Total	2.7	3.7	1.9
GS 1-4	1.8	2.7	1.6
GS 5-7	1.8	2.7	1.5
GS 8-12	3.4	4.7	2.5
GS 13-15	3.6	3.8	3.0
GS 16 and above	2.5	2.7	0.0

SOURCE: U.S. Department of Health, Education, and Welfare, Office of the Secretary, Deputy Assistant Secretary for Equal Employment Opportunity, staff report, 12/1/78.

Chart 3.46.--Hispanics as percent of all full-time employees in the U.S. Office of Education, by grade level

In 1978, Hispanics comprised 2.7 percent of the full-time employees of the U.S. Office of Education.



Chapter 4
OUTCOMES OF EDUCATION

This chapter describes the status of Hispanic teenagers and adults in American society as related to their educational experience. Even when considering American society as a whole, the effects of education on subsequent success in life and personal values cannot be confidently disentangled from the effects of numerous other sociological and cultural variables. When focusing on Hispanics, the needed data are even more sparse and the identification of causes and effects still more tenuous.

This chapter draws on data from the following principal sources: (1) The National Assessment of Educational Progress (NAEP); (2) Bureau of Labor Statistics data on employment and unemployment; and (3) The National Longitudinal Study of the High School Class of 1972.

National Assessment of Educational Progress (NAEP)

Since 1969, the National Assessment of Educational Progress has been collecting achievement data from representative samples of young Americans in 10 different learning areas. Age groups sampled are: 9-, 13-, and 17-year-olds who are still attending school. Young adults age 26 to 35 are also sampled but there have not been enough Hispanics in the sample from this age group to permit analysis of their achievement.

The actual questions used in NAEP surveys are developed by a consensus procedure involving university educators, teachers, and concerned citizens and reflect current national values about what students should know. The questions were not selected with an Hispanic audience in mind and were administered only in English. It is, therefore, probable that the results for Hispanic subjects were influenced by cultural values and by the degree of English language proficiency.

Between the fall of 1971 and the spring of 1975 NAEP collected data from a sufficient number of Hispanic subjects[1] to report reliable achievement measures in five subject matter areas: Social Studies, Science, Mathematics, Career and Occupational Development, and Reading. Numerous questions in each subject matter area were administered and the results were reported in terms of the percentages of students, in each age category, who correctly answered each question. These percentages were then averaged over questions to provide a summary indicator of achievement.

Hispanic students were significantly below the national average for the three age levels measured (9-, 13-, and 17-year-olds) with respect to each of the five subject matter areas (entry 4.01). The best showing by Hispanics was by 17-year-olds in Career

[1]Hispanic subjects were identified on the basis of teacher observation, surname, and language or dialect.

and Occupational Development where they were about seven percentage points below the national average for their age group. The poorest showing was by 17-year-olds in Mathematics, where they were 14 percentage points below the national average. Scores for Hispanics decreased in Mathematics, Science, and Social Studies, with increasing age.

Additional data collected by NAEP since 1975 permitted a study of changes over time in the achievement of Hispanic and white, non-Hispanic students in the subject matter areas of Science and Mathematics (entry 4.02). However, these data are not longitudinal. In other words, different individuals comprised the samples for the two points in time. The latest data, some collected as recently as 1977, are hardly encouraging. Hispanic students continued to seriously trail the national average, although a small but statistically significant improvement was shown by 17-year-olds in Science. As previously mentioned in chapter 2, Hispanic students frequently were enrolled 2 years below their expected grade level and, therefore, care should be used in analyzing the data.

Labor Force Status of Hispanic Youth

The Bureau of Labor Statistics defines the civilian labor force as the total of all civilians classified as employed in a job or unemployed and looking for a job and the unemployment rate represents the number unemployed as a percent of the civilian labor force. October 1977 data published by BLS showed that of the high school graduates of 1977: 66 percent of the whites and 63 percent of the Hispanics were in the labor force, and unemployment rates for the two groups were 12.5 percent and 17.2 percent, respectively (entry 4.03).

Almost half of the Hispanic youth age 16 to 24 in the labor force had not completed high school, compared with 20 percent of the white youth.[2] Among school dropouts, aged 16 to 24, almost 40 percent of the Hispanics and 32 percent of the whites did not have jobs and were not looking for jobs (entry 4.04).

The labor force participation rate for 16 to 24 year-olds, who were still enrolled in school, was 50 percent for whites and 40 percent for Hispanics. Hispanic students in the labor force had a higher unemployment rate than white students. Among Mexican American students, one in five could not find a job.

Post High School Experiences

As previously mentioned in chapter 2, NCES collected base year data in 1972 on a nationally representative sample of high school seniors. The NLS third follow-up study of those graduates took place in October 1976. In analyses of these data, separate breakdowns were made for the self-identified ethnic categories of black, white, and Latin American. It seems safe to assume that the Latin American category corresponds rather closely with the Hispanic category used in this report.

This section of the report presents information derived from the third follow-up survey and compares whites and Hispanics on a number of characteristics and opinions. Four years after graduation, the activities (work, education, etc.) of whites and Hispanics were much the same (entry 4.05).

- The percentages of Hispanic and white men who were working for pay at a full-time job were 80 and 78 percent, respectively. The percentages of Hispanic and white women who

[2]Information in this paragraph is based on *Students, Graduates, and Dropouts in the Labor Market, October 1977,* Special Labor Force Report 215, U.S. Department of Labor, Bureau of Labor Statistics.

were so engaged were 65 and 68 percent, respectively.

- Twenty percent of the men, both Hispanic and white, were taking academic courses. Seventeen and 14 percent of the Hispanic and white women were doing so.
- Forty-eight percent of the Hispanics were married compared with 41 percent of the whites (entry 4.06).
- Eighteen percent of the Hispanics had two or more dependents compared to 9 percent for whites.
- About 40 percent of the whites compared with 26 percent of the Hispanics had attended at least two years of either a vocational or collegiate postsecondary school.

Income figures for 1975 showed that Hispanics were somewhat better off: only 29 percent of the Hispanics had incomes below $4,000 in contrast with 35 percent of the whites. These income figures include income of spouse, if married. Since a higher percentage of Hispanics were married, this may partially explain their higher incomes.

At the lower socioeconomic level, more whites than Hispanics reported they had "no college" (67 percent versus 50 percent) (entry 4.07). It is possible that more whites than Hispanics who have some college were able to lift themselves out of the lower socioeconomic level. At the higher socioeconomic level, the opposite was true — more Hispanics than whites had "no college" (32.8 percent versus 14.1 percent).

Certain questions in the NLS third follow-up asked respondents whether they had had a special advantage, or had been treated unfairly, because of their sex or race, in certain situations. Very few people felt that they were treated unfairly in "getting a good education" (entry 4.08) (3 percent for whites and about 8 percent for Hispanics). However, the percentages who felt they had been given a *special advantage* because of their sex were much higher — around 20 percent for Hispanics and 10 percent for whites. (Percentages for men and women so reporting were similar.) The percentage of Hispanic men who felt that they had been subjected to sex discrimination in education exceeded the percentage of white women holding a similar belief (8.5 percent versus 3.5 percent).

Another question yielded information on race discrimination (entry 4.09) in "getting a good education." Fewer whites felt they had been treated unfairly in getting a good education (3 percent for men and 2 percent for women) in contrast to more Hispanics who perceived unfair treatment (12 percent for men and 13 percent for women). Also, more Hispanics than whites (22 percent versus 7 percent) felt they had a *special advantage* because of their race.

Another question asked the respondents to indicate their extent of agreement with each of 8 statements pertaining to feelings of personal worth and outlook on life, etc., (entry 4.10). No dramatic differences between Hispanics and whites were evident. Over 90 percent of each group expressed agreement with statements such as "I feel I am a person of worth, on an equal plane with others." On the other hand, Hispanics more often than whites expressed agreement with statements which dealt with their inability to control their lives. Twenty percent of the Hispanics and 13 percent of the whites expressed agreement with the statement: "Every time I try to get ahead, something or somebody stops me." The statement, "planning only makes a person unhappy since plans hardly ever work out anyway," was endorsed by 22 percent of the Hispanics and 10 percent of the whites.

Employment and Unemployment among Hispanics

The United States Commission on Civil Rights[3] has expressed the view that most data on Hispanic

[3]U.S. Commission on Civil Rights, *Improving Hispanic Unemployment Data: The Department of Labor's Continuing Obligation,* May 1978.

unemployment are inadequate to permit alleviation of the problems faced by Hispanics. Among the problems cited in this report are: (1) the lack of regularly published information on the duration and causes of Hispanic unemployment or the job search methods used by Hispanics, (2) the absence of data by State, and (3) the absence of data by Hispanic subgroup. (This report does contain some unemployment data by Hispanic subgroup.)

There were approximately 4.8 million Hispanics (5 percent) in the labor force in 1978. Their unemployment rate was almost twice that of whites, 9.1 percent versus 5.2 percent (entry 4.11). Almost half (46.6 percent) of the employed Hispanics held blue collar jobs compared with 33 percent of the whites. However, only 32 percent of the Hispanic workers held white collar jobs in contrast with 52 percent of the whites.

Entry 4.12 shows that the unemployment rate appears to be related to one's educational level. The higher the educational attainment, the lower the unemployment rate, although among college graduates Hispanics had a somewhat higher unemployment rate than whites (5.0 percent versus 3.2 percent). Almost 50 percent of the Hispanics in the labor force had a high school diploma compared with 75 percent of the whites.[4]

Table 4.13 shows that Puerto Rican high school graduates had an unemployment rate of 18.2 percent, compared with 11.7 percent for Mexican Americans and 7.5 percent for whites. The unemployment rate for all Hispanics in 1976 was 11.4 percent which, as previously shown in entry 4.11, dropped to 9.1 percent in 1978.

[4]Brown, Scott Campbell, *Educational Attainment of Workers — Some Trends from 1975 to 1978*, Monthly Labor Review, February 1979.

Bureau of Labor Statistics data collected in March 1978 showed that Hispanics had a smaller percentage of professional and managerial positions than their percent of the total population (entry 4.14). Hispanics were underrepresented in the professional, technical and kindred workers; managers and administrators, except farm; and sales workers categories. Hispanics were concentrated in the operative category with these workers comprising 28 percent of the Puerto Rican labor force, 27 percent of the Mexican American and 23 percent of the Cuban labor force.

Entry 4.15 shows the percentage distribution of employed persons in the total population and the Hispanic population by occupation categories. The most common occupational category for both Hispanic and non-Hispanic women was clerical (29.4 percent and 34.7 percent, respectively), and for men was crafts (20.6 percent).

Income

The one outcome of education which is probably of interest to most people is financial earnings. To what extent are the earnings of Hispanics related to their educational attainment and how does this relationship vary by sex? Entry 4.16 shows that in general, the higher a person's educational attainment, the higher one's dollar earnings. For both Hispanics and whites, at all educational levels, the mean earnings for women were markedly smaller than those for men. Without regard to educational level, the mean earnings for each category were as follows: Hispanic men, $9,655; white men, $13,329; Hispanic women, $4,964; and white women, $5,808.

Table 4.01.–Achievement in five subject matter areas for Hispanic and white students 9-, 13-, and 17-year-olds: 1971–1975

Subject matter and ethnic group	Percentage point difference[1] from the national average for:		
	9-year-olds	13-year-olds	17-year-olds
Social studies			
Hispanic	-10.59	-10.05	-13.12
White, non-Hispanic	2.73	2.07	2.39
Science			
Hispanic	- 9.53	-11.55	-11.08
White, non-Hispanic	3.12	3.49	2.13
Mathematics			
Hispanic	- 7.77	-11.71	-14.36
White, non-Hispanic	2.76	3.74	3.63
Career and occupational development			
Hispanic	-14.08	-12.44	- 7.65
White, non-Hispanic	3.23	3.50	2.19
Reading			
Hispanic	-10.77	-11.25	-11.42
White, non-Hispanic	2.54	2.73	2.78

[1] All of the differences from the national norm in this table are statistically significant at the 0.05 level.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Assessment of Education Progress, *Hispanic Student Achievement in Five Learning Areas: 1971-75.*

Chart 4.01.–Achievement in five subject matter areas

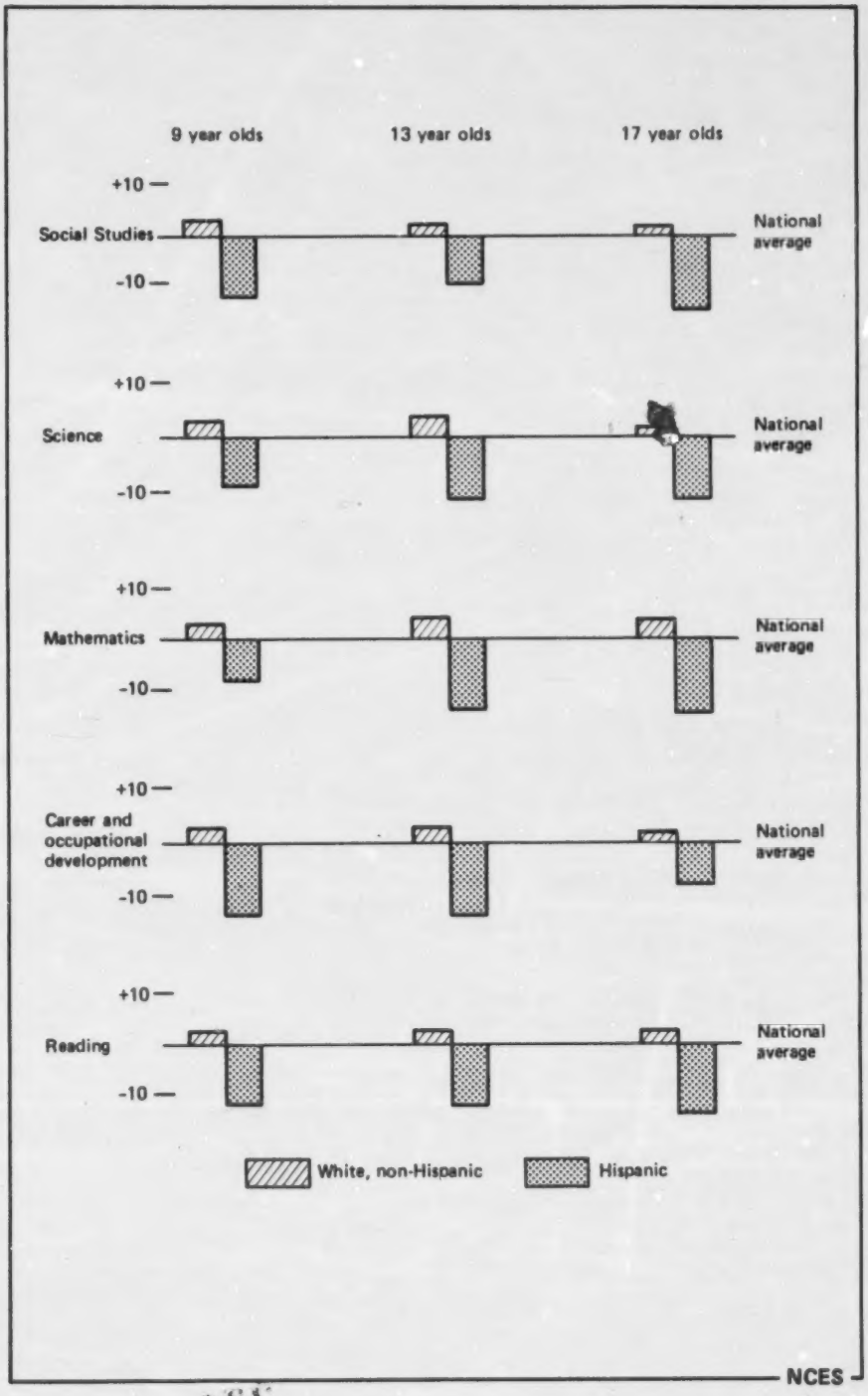


Table 4.02.–Changes in achievement of Hispanic and white students in science and mathematics: 9-, 13-, and 17-year-olds

Subject matter and age group	Hispanic			White, non-Hispanic		
	Time 1	Time 2	Change	Time 1	Time 2	Change
Science						
9-year-olds						
1973 and 1977	- 9.3	- 7.4	1.9	2.7	2.4	-0.3
13-year-olds						
1972 and 1976	- 9.2	-10.4	-1.3	2.7	2.6	-0.1
17-year-olds						
1973 and 1977	-11.1	- 8.2	*2.8	2.2	2.2	0
Mathematics						
9-year-olds						
1972-73 and 1977-78.....	-10.0	- 8.2	1.8	3.0	2.3	-0.7
13-year-olds						
1972-73 and 1977-78.....	-12.9	-13.8	-0.9	4.0	3.7	0.3
17-year-olds						
1972-73 and 1977-78.....	-13.4	-12.1	1.2	2.8	2.9	0.1

*Change statistically significant at the 0.05 level.

NOTE.–(1) The two dates under each age group designation signify what is meant by Time 1 and Time 2. (2) Each table entry under Time 1 and Time 2 is the number of percentage points by which the achievement of the indicated group differs from the National average for that age group.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Assessment of Educational Progress, *Three National Assessments of Science: Changes in Achievement, 1969-77* and unpublished data.

Chart 4.02.–Changes in the achievement of Hispanics in science and mathematics

Hispanics were consistently below the national average although significant improvement was evident on the part of 17 year olds in science. None of the changes for mathematics was significant.

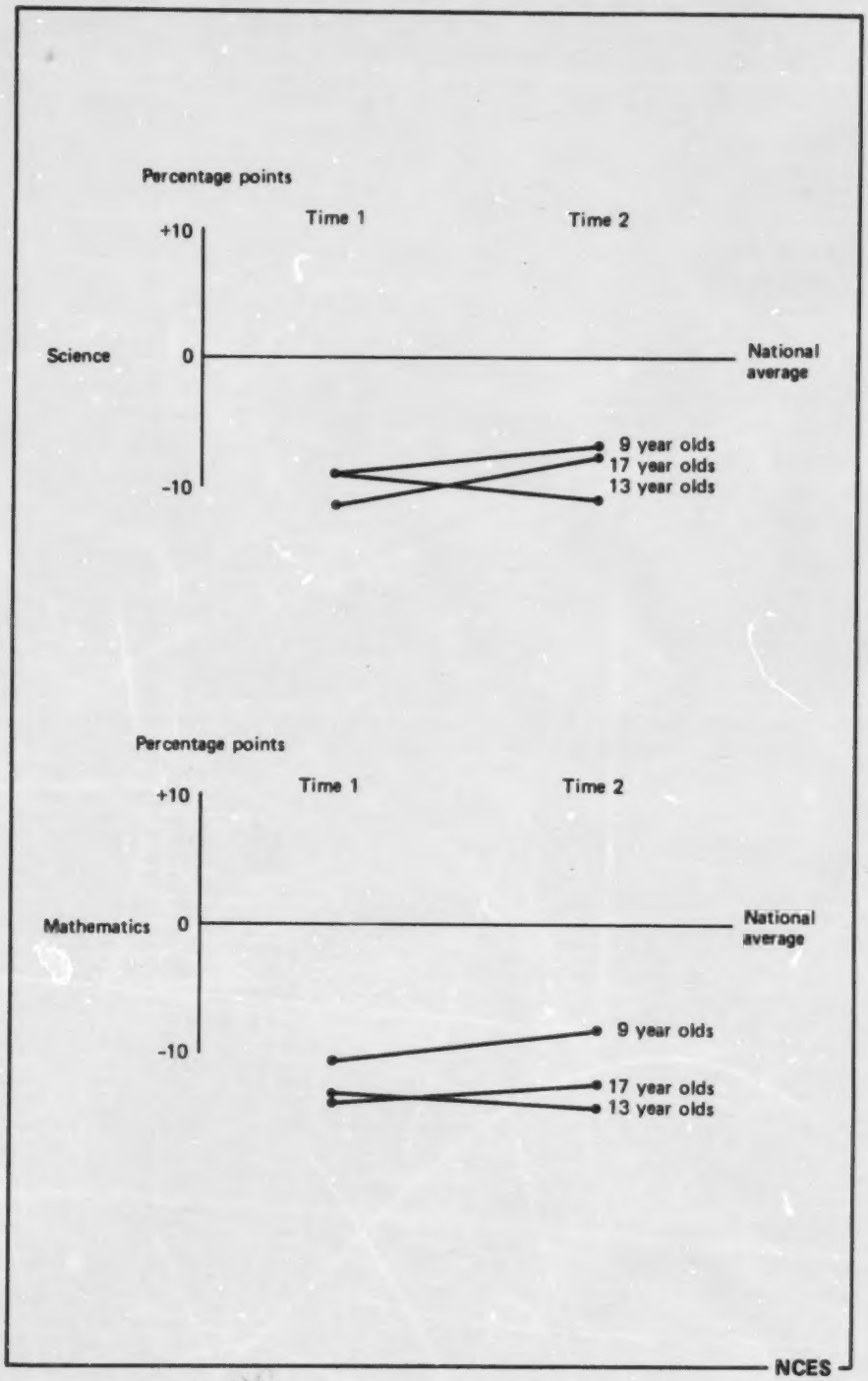


Table 4.03.–Labor force status of Hispanic and white high school graduates of 1977: October 1977

Educational status	Number in population (000s)	Number in labor force (000s)	Percent unemployed
High school graduates	3,140	2,023	14.9
Hispanic	156	99	17.2
White[1]	2,765	1,816	12.5
Enrolled in college	1,590	699	13.4
Hispanic	80	37	*
White[1]	1,403	633	11.4
Not enrolled in college	1,550	1,324	15.7
Hispanic	76	62	*
White[1]	1,362	1,183	13.1

*Percent not shown where base is less than 75,000.
[1]Includes Hispanics who are white.
SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Students, Graduates, and Dropouts in the Labor Market: October 1977,* Special Labor Force Report 215.

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Chart 4.03.–Unemployment rates of high school graduates of 1977

Hispanic high school graduates had a higher unemployment rate than white high school graduates.

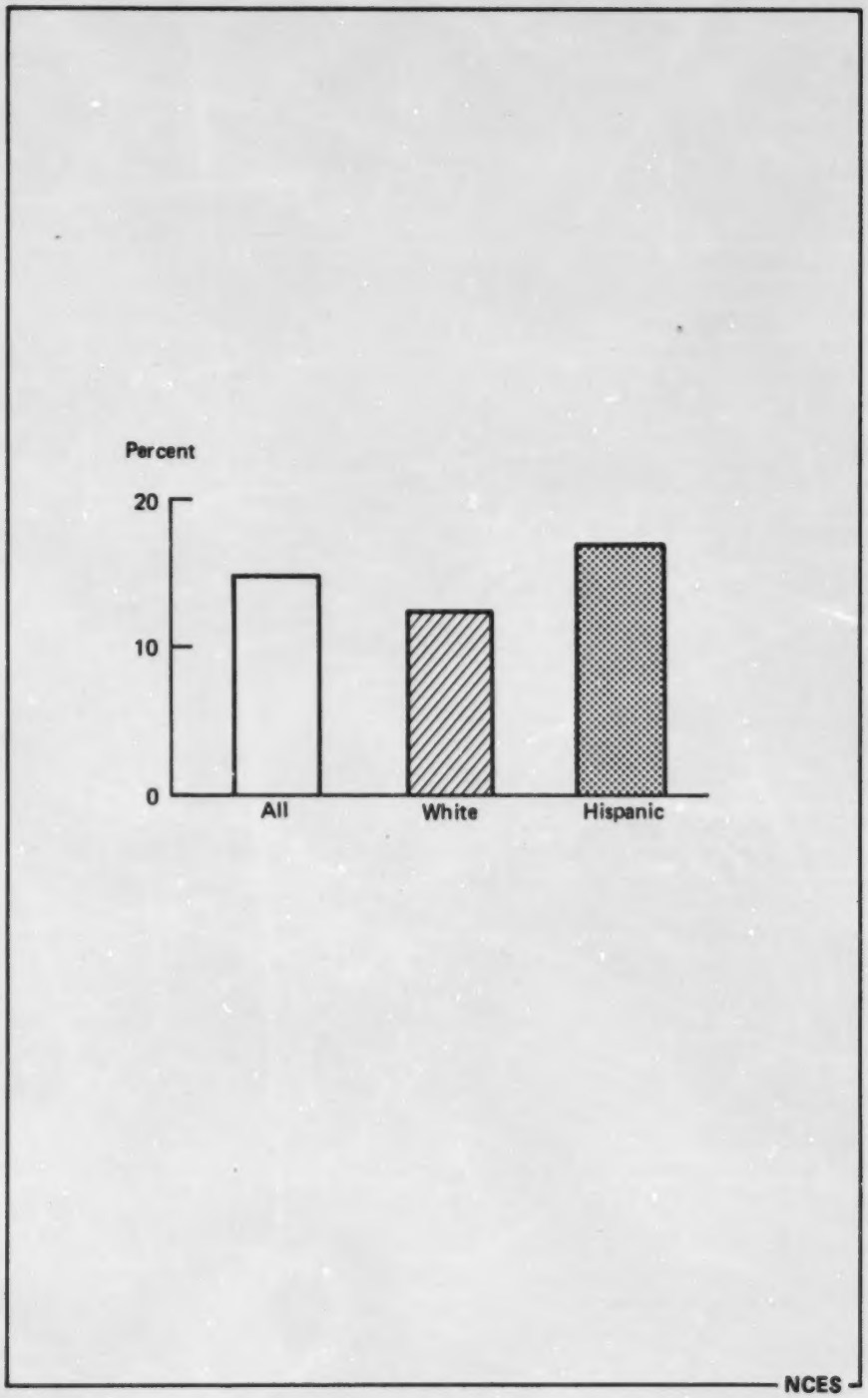


Table 4.04.–Employment status of Hispanics and whites 16 to 24 years old, by school enrollment status: October 1977

School enrollment status	Number in population (000s)	Percent in labor force	Percent unemployed
Enrolled in school			
White[1]	13,124	50.1	11.3
Hispanic	815	40.6	17.2
Mexican	402	45.5	20.2
Puerto Rican	137	29.2	*
Other Hispanic	276	39.1	9.3
Not enrolled in school			
White[1]	17,338	81.6	9.9
Hispanic	1,309	69.9	12.6
Mexican	904	72.3	10.9
Puerto Rican	188	51.1	19.8
Other Hispanic	217	76.0	15.2
School dropouts			
White[1]	4,067	68.3	16.7
Hispanic	701	60.9	11.9
High school graduates no college			
White[1]	9,429	84.4	8.8
Hispanic	505	77.8	14.5

*Percent not shown where base is less than 75,000 persons.
[1]Includes Hispanics who are white.
SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Students, Graduates, and Dropouts in the Labor Market: October 1977*, Special Labor Force Report 215.

Chart 4.04.–Unemployment rates among Hispanic and white youth: 1977

On the average, Hispanic youth had higher unemployment rates than white youth, but among school dropouts, the reverse was true.

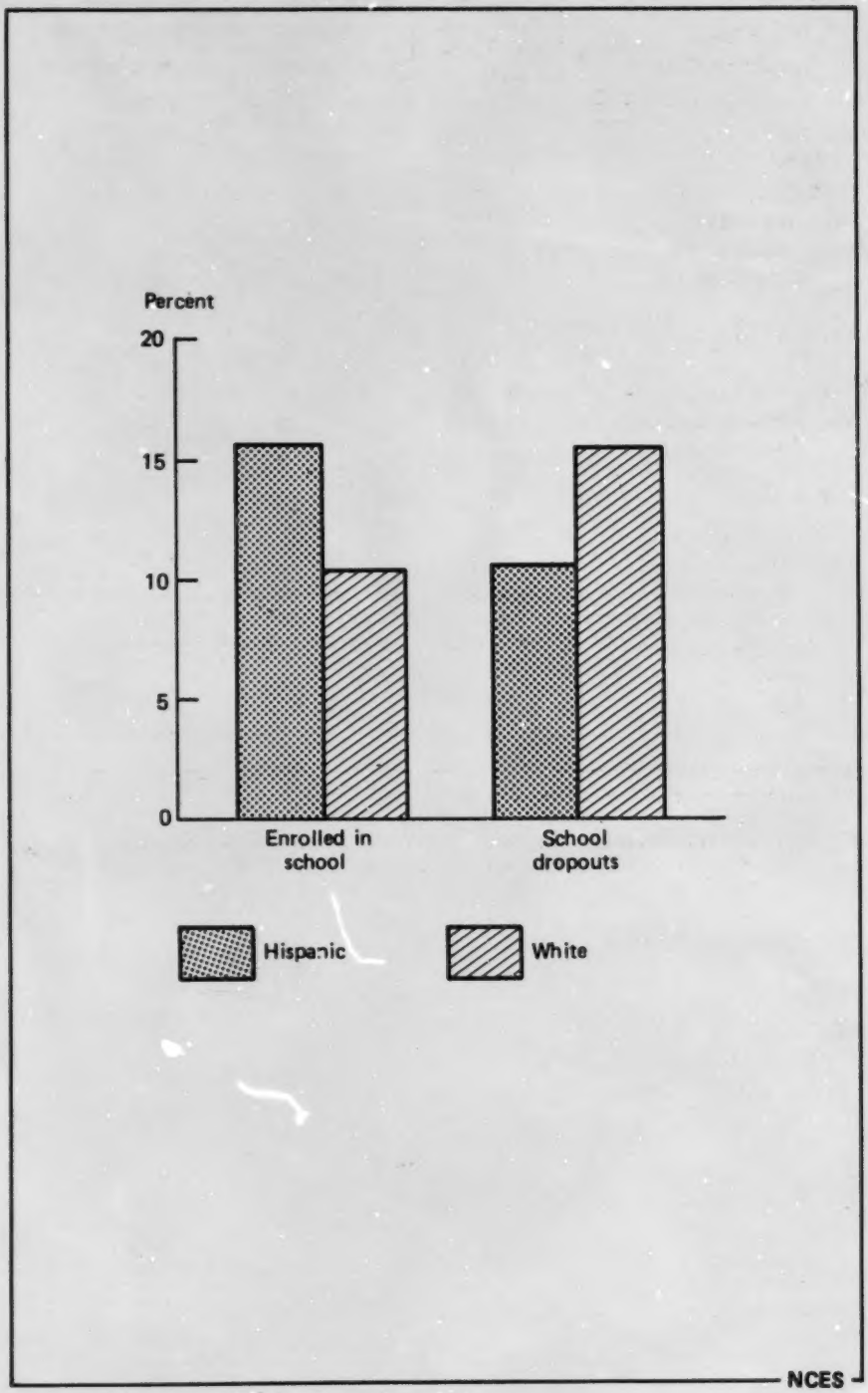


Table 4.05.–Activity status as of October 1976 of Hispanics and whites in the high school class of 1972, by sex

Activity status	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
			(Percentage)	
Working for pay at full-time job	81	65	78	68
Taking academic courses at a 2- or 4-year college	20	17	20	14
Enrolled in a graduate or professional school	3	3	6	4
Taking vocational or technical courses at any kind of school or college	4	3	4	3
On active duty in the Armed Forces	6	1	6	1
Homemaker	1	46	1	43
Temporary lay-off from work, looking for work, or waiting to report to work	3	2	4	4
Other	3	2	4	4

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study: A Capsule Description of Young Adults Four and One-Half Years After High School,* February 1979.

Chart 4.05.–High school graduates of 1972 who were working full-time in 1976

Similar percentages of Hispanics and whites were working for pay at full-time jobs.

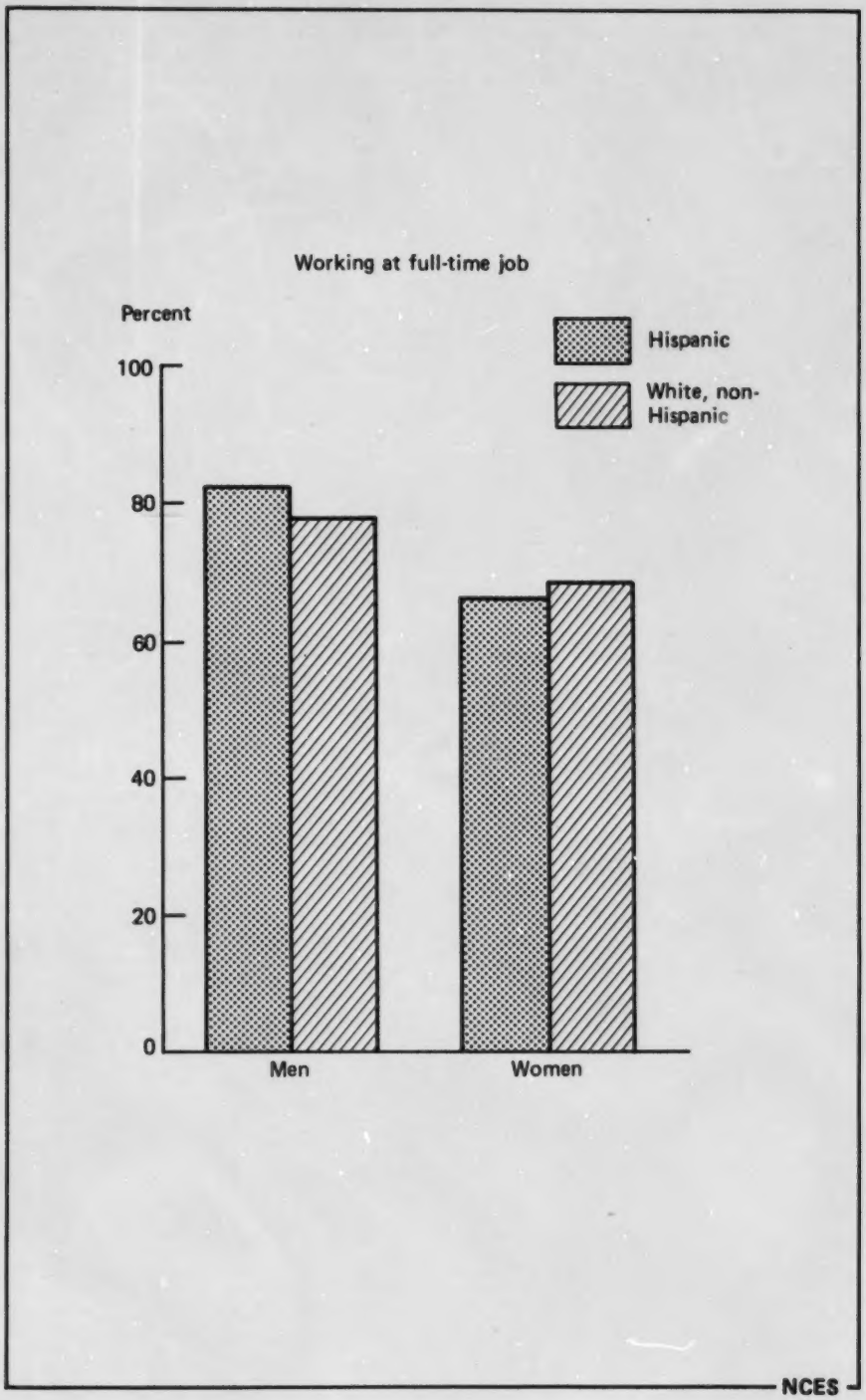


Table 4.06.–Family and financial status as of October 1976 of Hispanics and whites in the high school class of 1972

Characteristics	Hispanic	White, non-Hispanic
	(Percentages)	
Presently married	48.0	41.1
Ever married	53.4	45.3
Have two dependents or more	17.8	8.6
Men	26.4	13.4
Women	8.9	3.6
Expect to have three children or more	37.9	31.6
Estimated total income (including that of spouse, if married) for 1975 was less than $4,000	29.1	35.4
Have attended at least 2 years of some type of postsecondary schooling	25.6	39.8

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study: Tabular Summary of the Third Follow-Up Questionnaire Data,* March 1978.

Chart 4.06.–Family status in 1976 of high school graduates of 1972

Considerably more Hispanics than whites had two or more dependents.

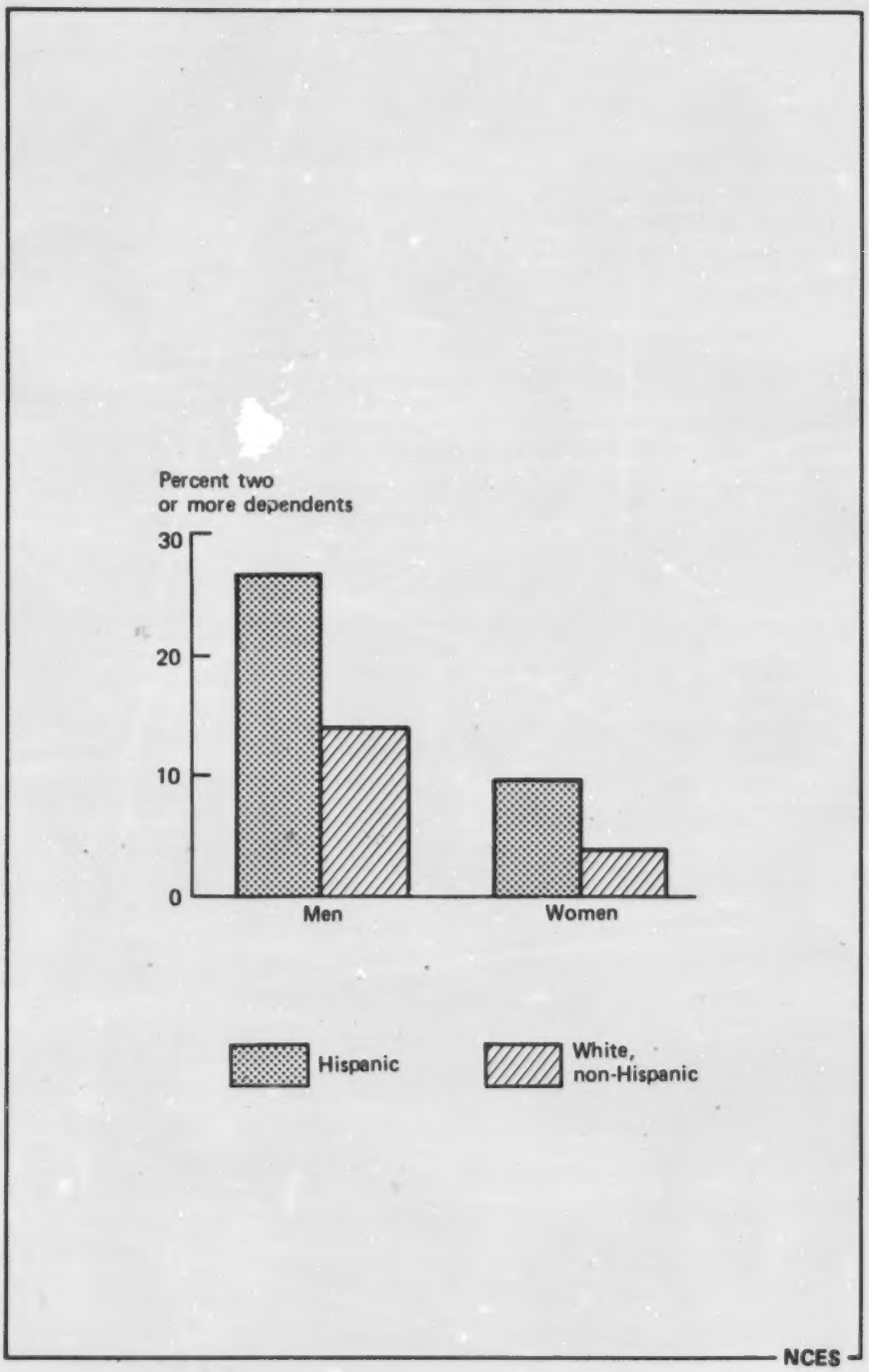


Table 4.07.–Highest level of educational attainment as of October 1976 of Hispanics and whites in the high school class of 1972, by socioeconomic status[1]

Highest level of educational attainment	Low SES		Middle SES		High SES	
	Hispanic	White[2]	Hispanic	White[2]	Hispanic	White[2]
			Number			
Sample size.....	532	3,067	245	7,988	50	4,307
			Percent			
Total.....	100.0	100.0	100.0	100.0	100.0	100.0
No college	50.4	67.0	43.9	45.5	32.8	14.1
Some college.....	45.7	27.3	50.9	41.6	53.4	53.6
BA or higher.....	4.0	5.7	5.3	12.9	13.8	32.2

[1]Socioeconomic status (SES)–three subgroups. The SES index used here is a composite of five components: father's education, mother's education, parents' income, father's occupation, and household items. Each component variable was standardized and then given equal weight in calculating the composite index. The terms low, medium, and high refer to the lowest, middle two, and highest quartiles, respectively, of the distribution of index values. Over 99 percent of all respondents were classifiable by SES.

[2]Not of Hispanic origin.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study: Tabular Summary of the Third Follow-Up Questionnaire Data,* March 1978.

Chart 4.07.–High school graduates of 1972 who had a college degree in 1976

At each level of socio-economic status, proportionately fewer Hispanics had received a bachelor's degree.

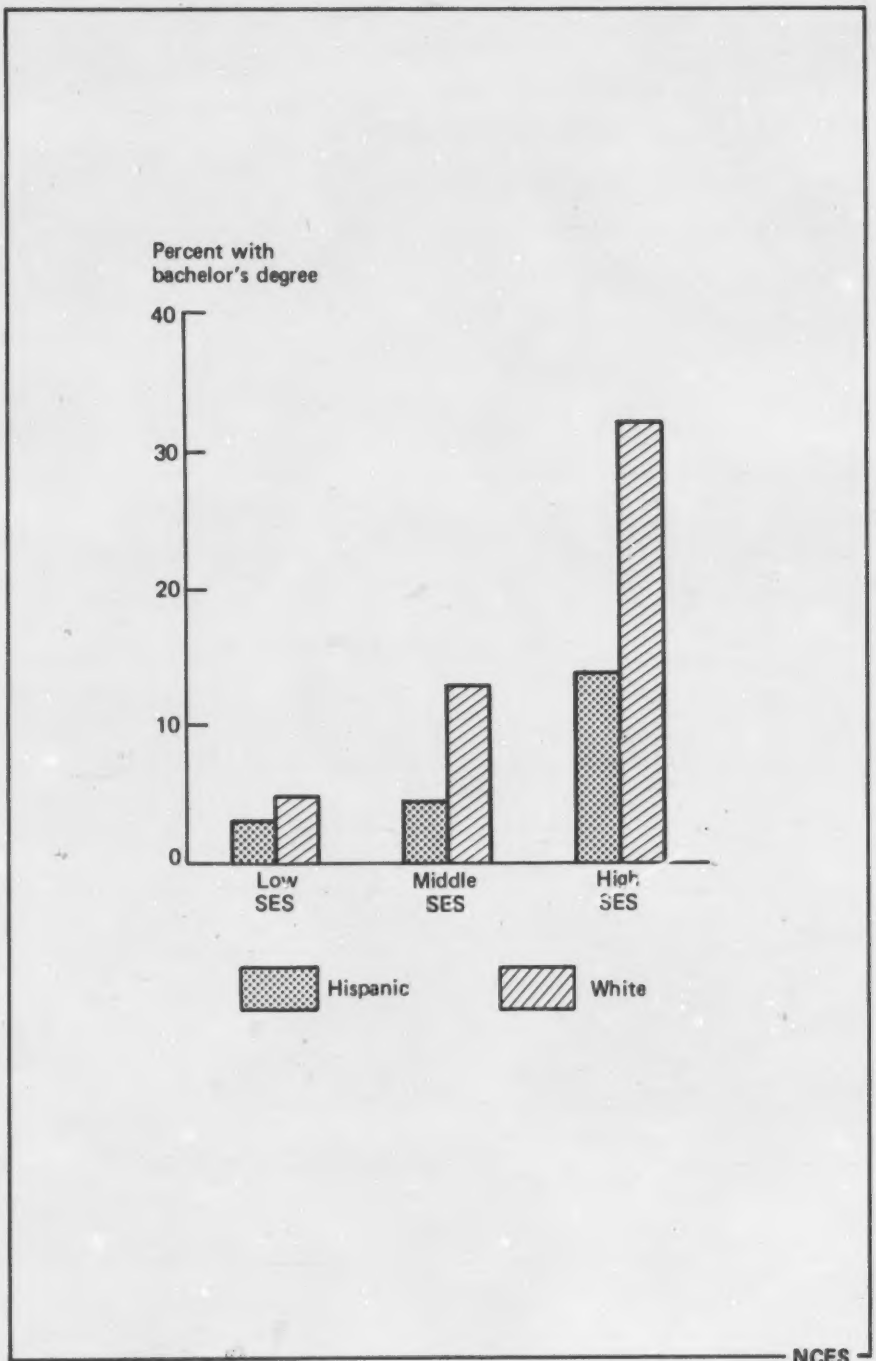


Table 4.08.–Perceptions of discriminatory treatment on the basis of sex as of October 1976 of Hispanics and whites in the high school class of 1972

Opinion on the basis of sex	Percentages			
	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
Feel they have been given a special advantage because of their sex in following situations:				
Getting a good education	21.0	22.5	8.8	10.9
Getting a job, promotion, or other work benefits	21.0	21.9	13.8	13.7
Getting a house or apartment	22.5	18.3	9.8	13.0
None of these	69.4	70.6	82.4	78.4
Feel they have been treated unfairly because of their sex in following situations:				
Getting a good education	8.5	8.4	3.2	3.5
Getting a job, promotion or other work benefit	13.7	21.5	9.1	19.2
Getting a house or apartment	10.4	12.6	7.1	9.3
None of these	95.2	83.6	92.0	84.3

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study: Tabular Summary of the Third Follow-Up Questionnaire Data*, March 1978.

Chart 4.08.–Perception of sex discrimination in getting a good education

Considerably more people felt that their sex had been an advantage than a disadvantage. This was true both for Hispanics and whites.

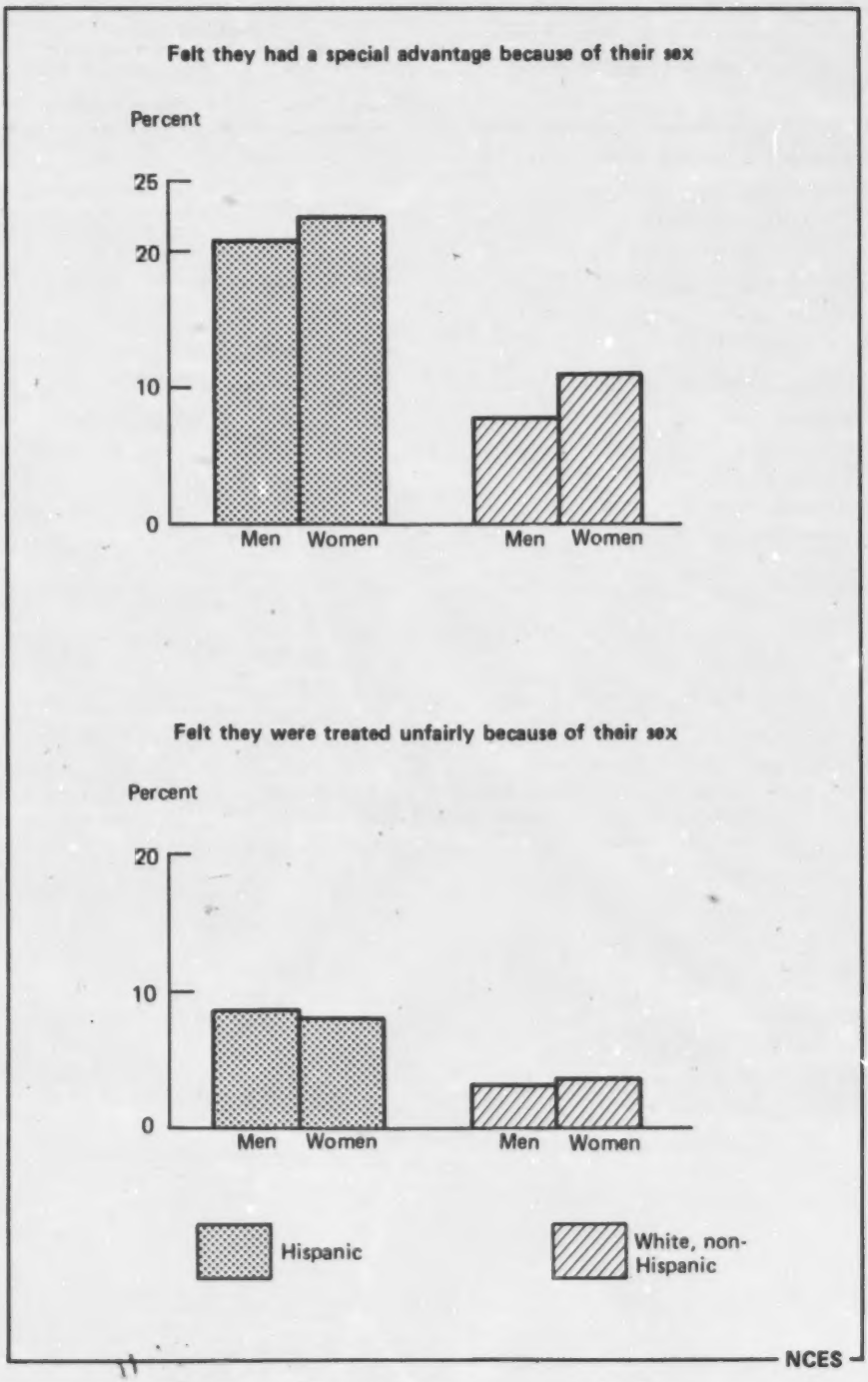


Table 4.09.–Perceptions of discriminatory treatment on the basis of race as of October 1976 of Hispanics and whites in the high school class of 1972

Opinion on the basis of race	Percentages			
	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
Feel they have been given a special advantage because of their race in the following situations:				
Getting a good education	22.4	22.3	6.8	7.5
Getting a job, promotion, or other work benefits	19.5	21.9	8.1	7.6
Getting a house or apartment	15.3	18.7	8.0	9.4
None of these	74.2	68.8	89.1	88.8
Feel they have been treated unfairly because of their race in the following situations:				
Getting a good education	12.2	13.0	3.5	1.8
Getting a job, promotion, or other work benefits	21.2	16.4	8.9	5.1
Getting a house or apartment	12.8	16.5	2.7	3.9
None of these	82.4	83.2	91.7	95.7

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study: Tabular Summary of the Third Follow-Up Questionnaire Data,* March 1978.

Chart 4.09.–Perception of race discrimination in getting a good education

Among both sexes, the percentage of Hispanics who felt that their race had been either an advantage or disadvantage far exceeded the percentage of whites who felt the same.

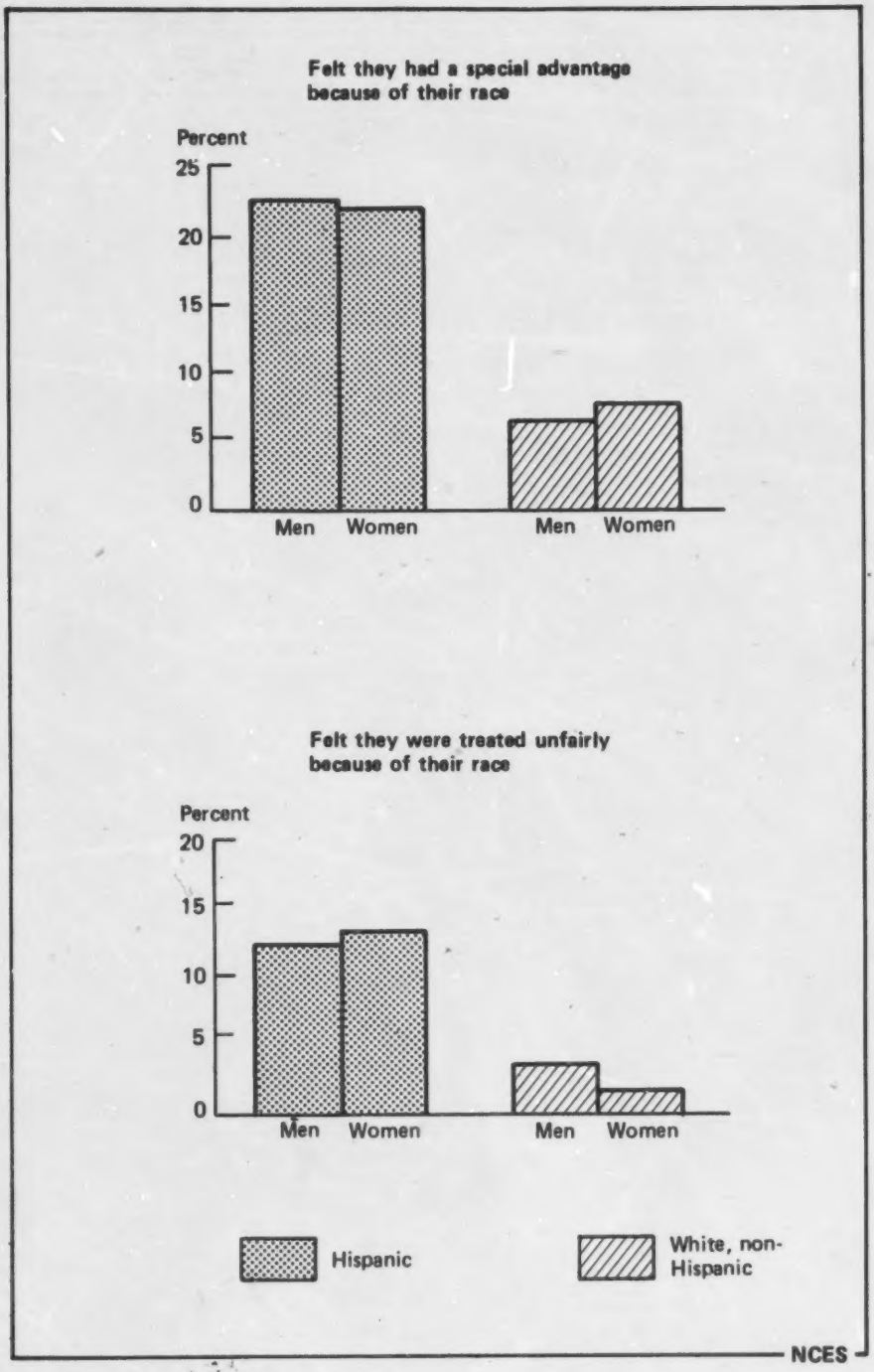


Table 4.10.–Percentage of Hispanics and whites in the high school class of 1972 holding various opinions about themselves in October 1976

Opinion	Percent agreeing or agreeing strongly	
	Hispanic	White, non-Hispanic
I take a positive attitude toward myself	91.9	92.0
Good luck is more important than hard work for success	11.5	7.9
I feel I am a person of worth, on an equal plane with others	93.8	95.7
I am able to do things as well as most other people	93.7	94.9
Every time I try to get ahead, something or somebody stops me	20.3	12.6
Planning only makes a person unhappy since plans hardly ever work out anyway	22.2	10.5
People who accept their condition in life are happier than those who try to change things	26.5	18.7
On the whole, I'm satisfied with myself	85.0	87.7

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *National Longitudinal Study: Tabular Summary of the Third Follow-Up Questionnaire Data,* March 1978.

Chart 4.10.–Attitudes towards self and life

Both Hispanics and whites have high self-esteem, but Hispanics more than whites seem to doubt their ability to get ahead.

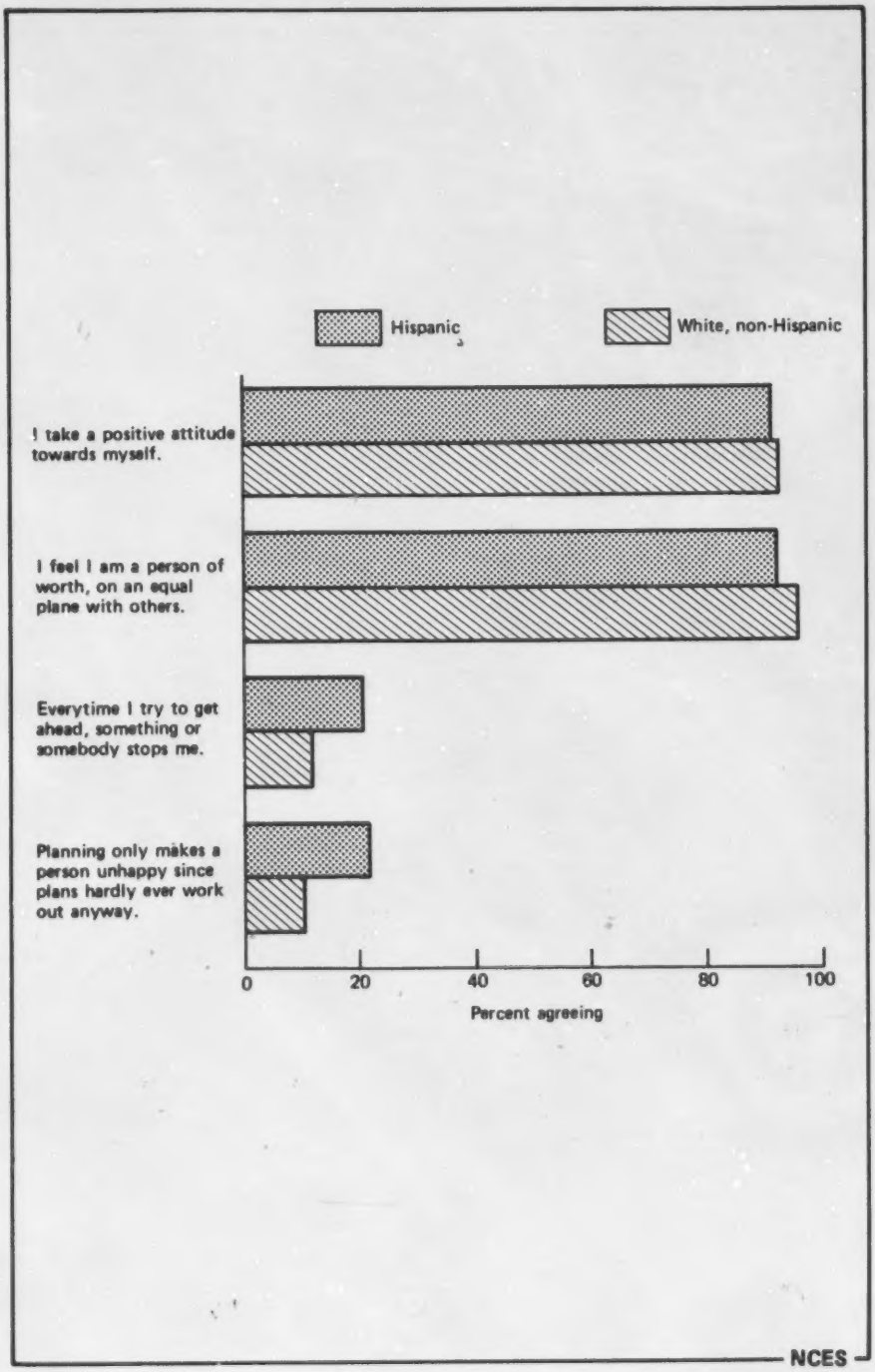

Hispanic
White, non-Hispanic
I take a positive attitude towards myself.
I feel I am a person of worth, on an equal plane with others.
Everytime I try to get ahead, something or somebody stops me.
Planning only makes a person unhappy since plans hardly ever work out anyway.
0
20
40
60
80
100
Percent agreeing
NCES

Table 4.11.–Distribution of employed Hispanics and whites, by broad occupational category: 1978 annual averages

Occupational category	Hispanic	White[1]
All employed persons		
Number (000s)	4,801	83,836
Percent	100.0	100.0
White collar workers	32.4	52.0
Professional and technical	7.5	15.5
Managers and administrators except farm	5.9	11.4
Sales workers	3.9	6.7
Clerical workers	15.1	18.0
Blue collar workers	46.6	33.0
Craft and kindred workers	13.4	13.7
Operatives except transport	21.2	11.0
Transport equipment operatives	4.1	3.6
Non-farm laborers	8.1	4.6
Service workers	16.9	12.3
Private household workers	1.6	0.9
Other service workers	15.3	11.4
Farmworkers	4.1	3.0
Unemployment rate	*9.1*	*5.2*

[1]Includes Hispanics who are white.

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Unemployment during 1978: An Analysis,* Special Labor Force Report 218.

Chart 4.11.–White collar workers and blue collar workers among Hispanics and whites

The majority of Hispanic workers are blue collar, while the majority of white workers have white collar jobs.

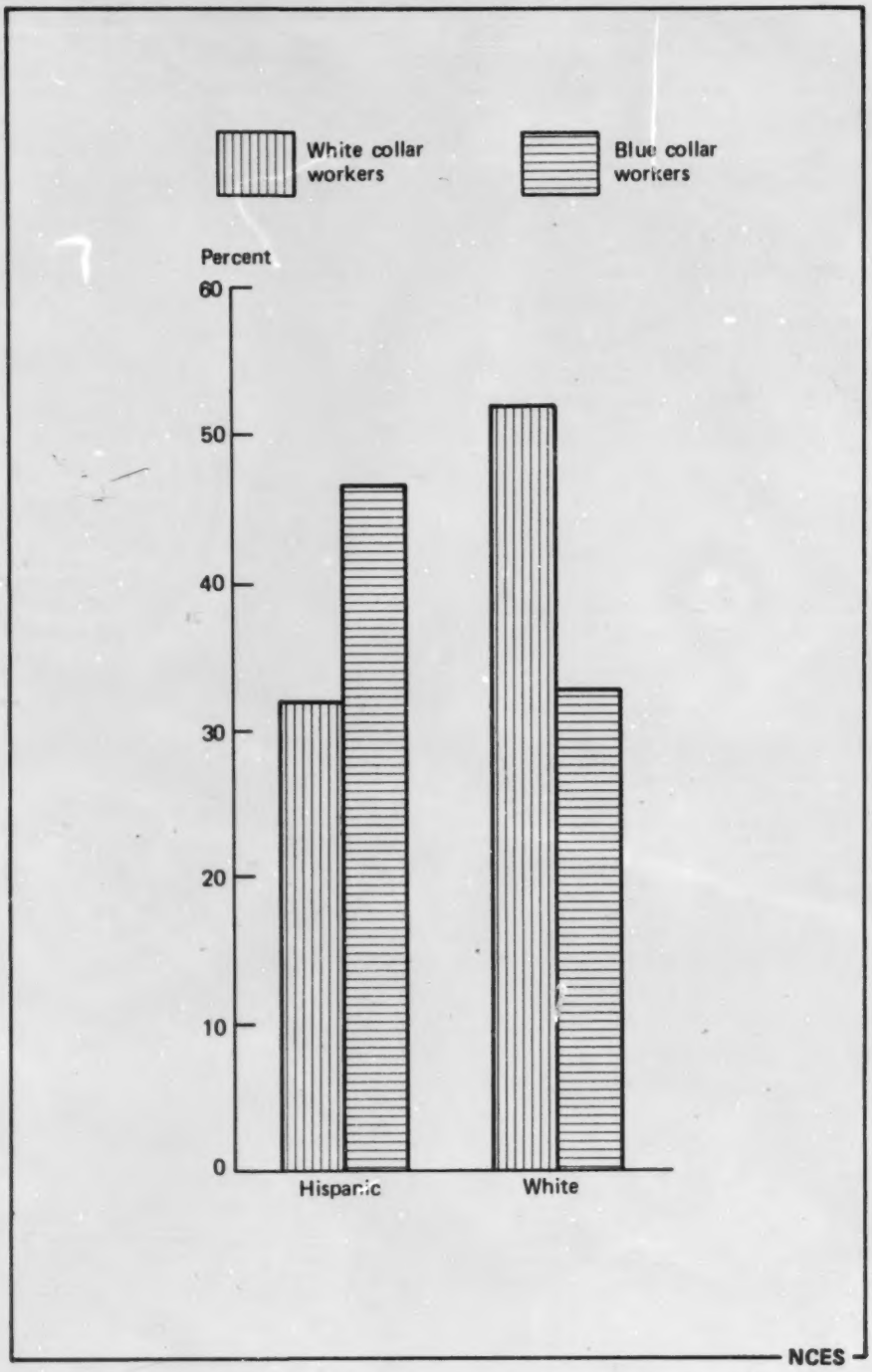


Table 4.12.–Unemployment rates of Hispanics and whites, by age and highest level of educational attainment: 1977

Highest level of educational attainment	Hispanic		White[1]	
	16 to 24 years	Total 16 years and over	16 to 24 years	Total 16 years and over
Less than 8 years	11.1	10.8	18.3	9.9
8 years	*	13.8	29.2	9.6
1-3 years high school	25.9	17.2	19.6	12.7
4 years high school	15.6	10.0	11.7	6.8
1-3 years college	10.8	8.2	8.1	5.5
4 years college or more	*	5.0	7.4	3.2

*Percent not shown where base is less than 75,000 persons.
[1]Includes Hispanics who are white.
SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Educational Attainment of Workers, March 1977*, Special Labor Force Report 209.

Chart 4.12.–Unemployment as related to educational attainment

At each level of educational attainment, the unemployment rate for Hispanics exceeded that for whites.

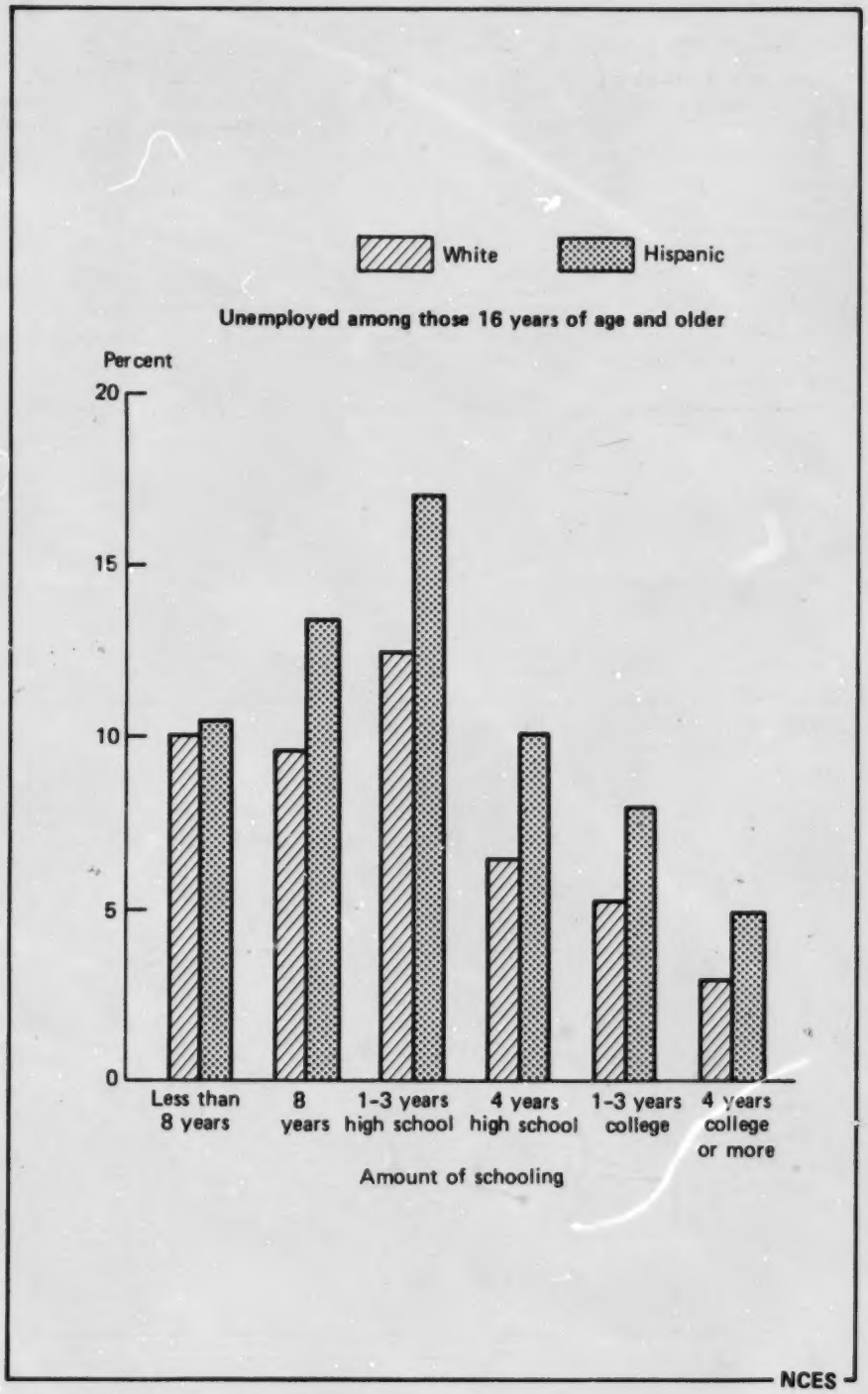


Table 4.13.–Unemployment rates of Hispanics and whites age 16 years and older, by subgroup, sex, and years of school completed: March 1976

Sex and years of school	White[1]	Hispanic			
		Total	Mexican American	Puerto Rican	Other Hispanic
		(Percentages)			
Both sexes	7.4	11.4	11.8	14.0	9.4
Not high school graduate	11.6	13.0	13.3	12.3	12.0
High school graduate	7.5	11.6	11.7	18.2	8.9
1 year of college or more	4.2	6.8	6.4	*	6.8
Men	7.2	10.7	10.5	14.2	9.5
Not high school graduate	11.3	11.6	11.1	12.6	12.6
High school graduate	7.3	11.8	11.3	18.1	10.2
1 year of college or more	3.9	6.7	7.0	*	5.4
Women	7.9	12.5	14.0	13.9	9.3
Not high school graduate	12.1	15.6	17.3	12.8	11.1
High school graduate	7.7	11.4	12.2	*	7.7
1 year of college or more	4.8	7.1	5.3	*	9.1

*Percent not shown where base is less than 75,000 persons.
[1] Includes Hispanics who are white.
SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Workers of Spanish Origin: A Chartbook, Bulletin 1970,* 1978.

Chart 4.13.–Unemployment in Hispanic subgroups as related to years of schooling

Among Puerto Ricans, high school graduates had a higher unemployment rate than did non-high school graduates.

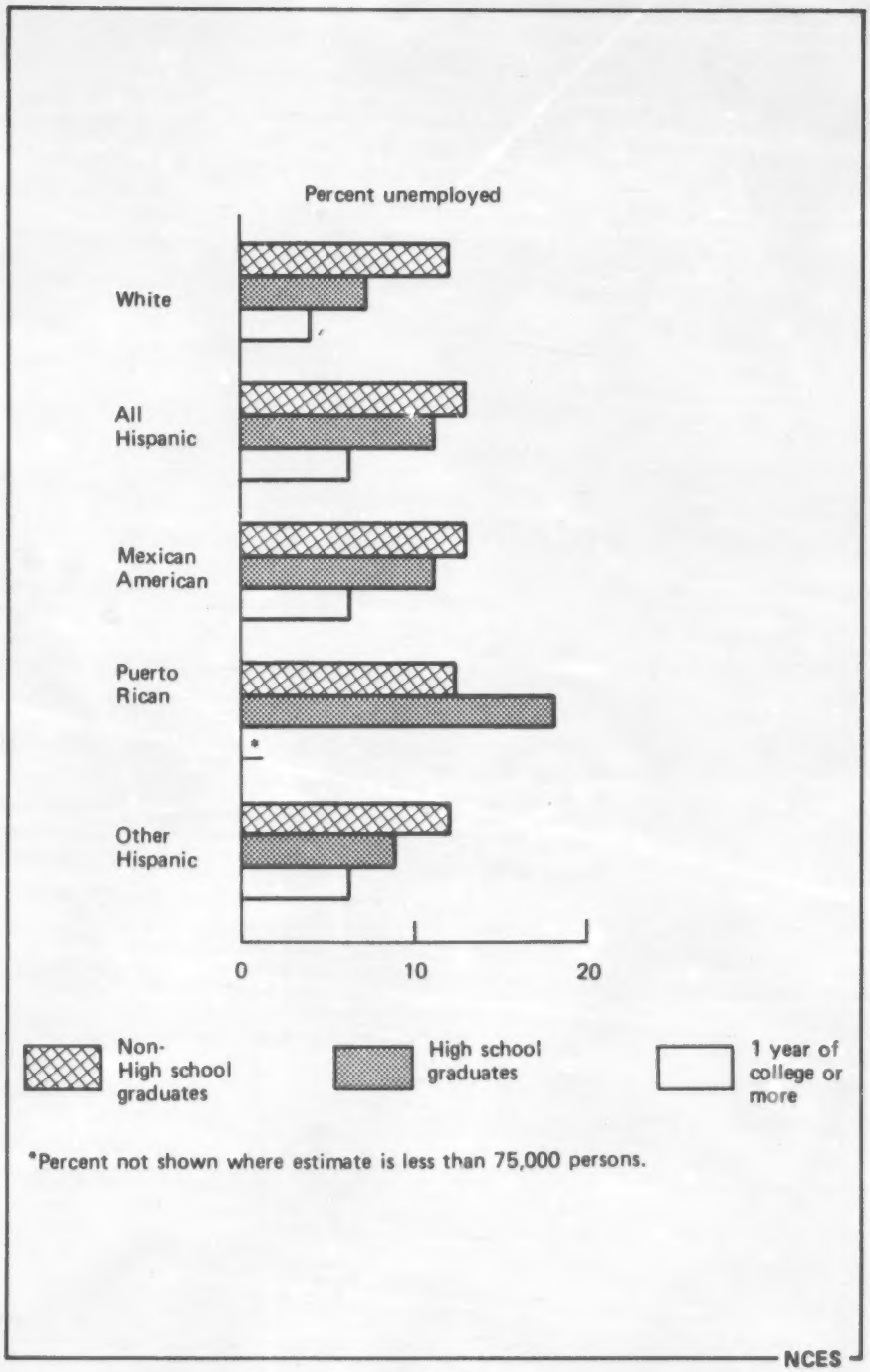


Table 4.14.–Percentage distribution of employed persons in the total population and of Hispanic subgroups age 16 years and older, by major occupational category: 1978

Major occupational category	Total population	Hispanic				
		Total	Mexican American	Puerto Rican	Cuban	Other Hispanic
Total employed						
Number (000s)	91,964	4,210	2,556	466	310	877
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Professional, technical, and kindred workers	15.6	8.3	6.2	8.0	15.2	12.3
Managers and administrators, except farm	11.1	5.9	5.1	4.7	10.3	7.4
Sales workers	6.4	4.0	3.5	5.3	4.9	4.7
Clerical and kindred workers	18.0	15.0	13.4	19.4	14.6	17.2
Craft and kindred workers	12.7	13.4	15.0	10.2	10.9	11.4
Operatives, including transport	15.1	25.6	26.6	27.7	23.1	22.2
Laborers, excluding farm	4.7	7.5	9.0	6.5	5.0	4.4
Farmers and farm managers	1.4	0.2	0.2	–	0.3	0.1
Farm laborers and supervisors	1.2	3.2	4.8	1.4	0.3	0.7
Service workers	13.7	16.9	16.3	16.9	15.3	19.3

NOTE.–Details may not add to totals because of rounding.
SOURCE: U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978,* Series P-20, No. 339, 1979.

Chart 4.14.–Distribution of employed 16 and over, by major occupation group

Hispanics are underrepresented on the professional and managerial levels, but overrepresented on the operative and service worker levels.

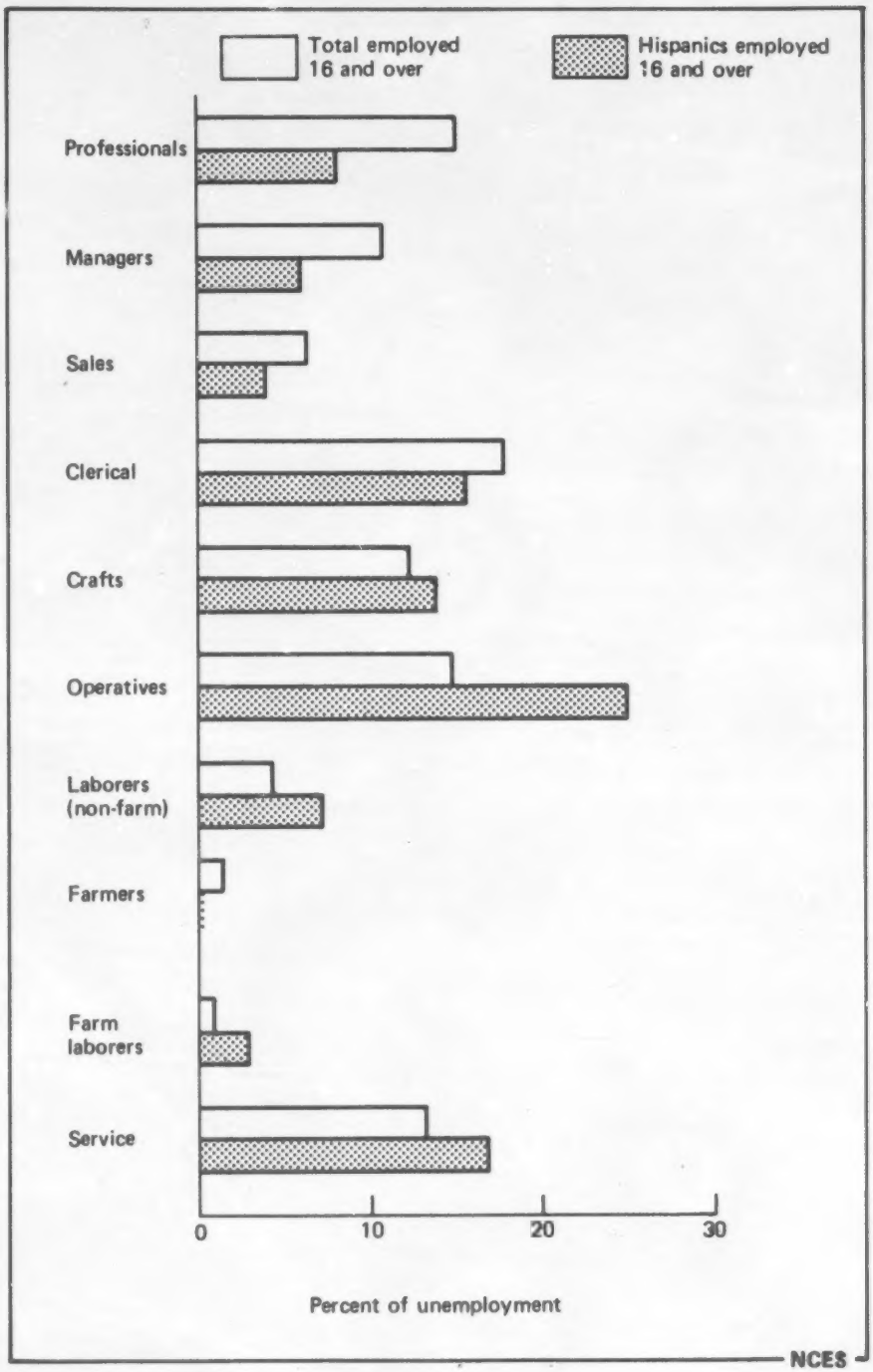


Table 4.15.–Percentage distribution of employed persons in the total population and of Hispanics age 16 years and older, by major occupation group and by sex: 1978

Major occupational category	Total population		Hispanic	
	Men	Women	Men	Women
Total employed				
Number (000s)	53,865	38,099	2,597	1,613
Percent	100.0	100.0	100.0	100.0
Professional, technical, and kindred workers	15.2	16.1	8.0	8.9
Managers and administrators, except farm	14.4	6.3	7.2	4.0
Sales workers	6.1	6.8	2.9	5.8
Clerical and kindred workers	6.2	34.7	6.0	29.4
Craft and kindred workers	20.6	1.7	20.6	1.8
Operatives, including transport	17.5	11.8	25.7	25.2
Laborers, excluding farm	7.3	1.0	11.5	1.2
Farmers and farm managers	2.3	0.2	0.2	–
Farm laborers and supervisors	1.4	0.9	4.6	1.1
Service workers	8.9	20.5	13.3	22.6

NOTE.–Details may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Persons of Spanish Origin in the United States: March 1978,* Current Population Reports, Series P-20, No. 339, 1979.

Chart 4.15.–Distribution of workers, by sex and major occupation

Clerical work is the most common occupation of women. Operative is most common for Hispanic men, while crafts is most common for men in the total population.

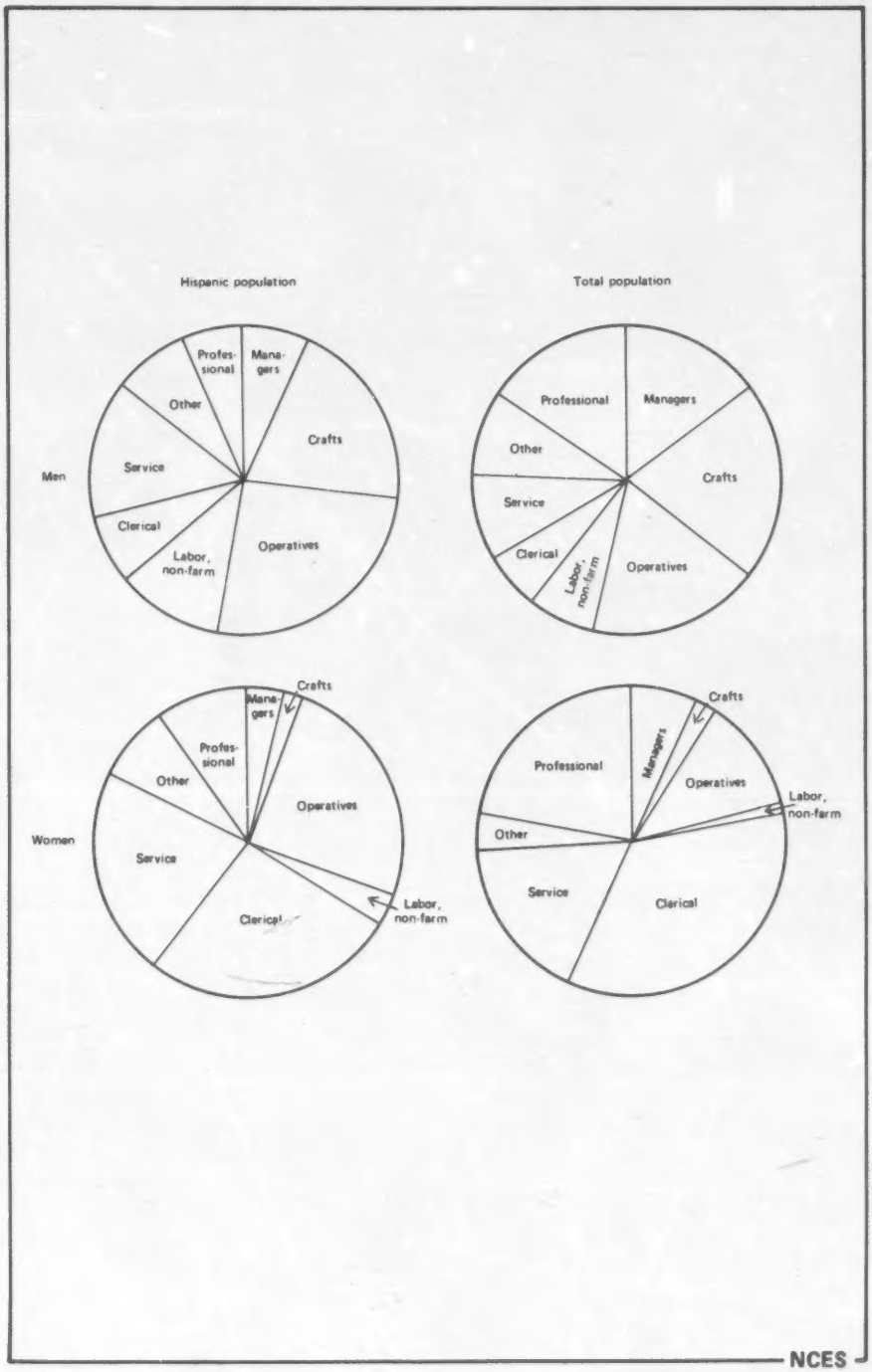


Table 4.16.–Mean earnings of Hispanics and whites age 18 years and older, by highest level of educational attainment and sex: 1977

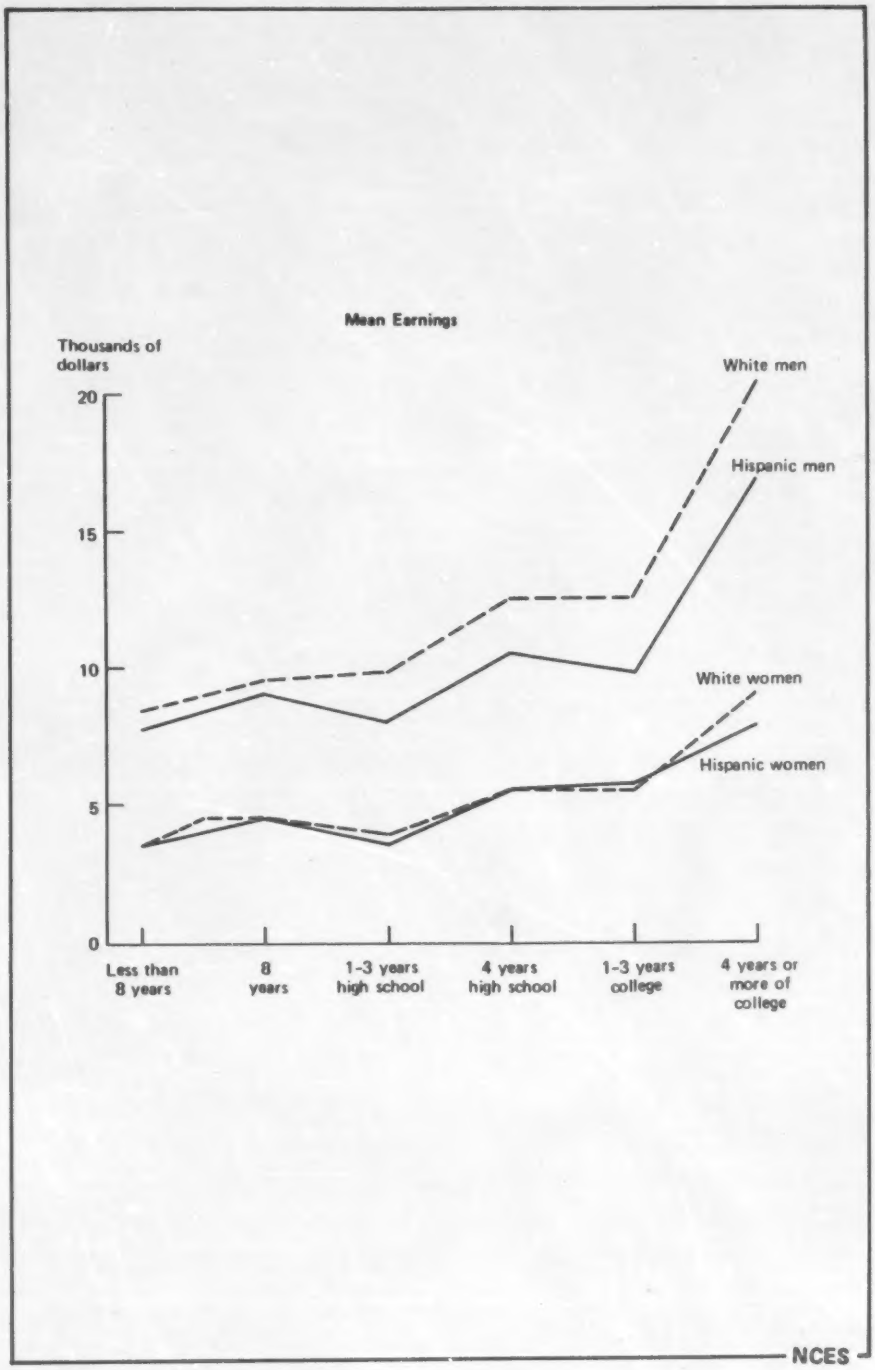
Highest level of educational attainment	Mean earnings			
	Hispanic		White[1]	
	Men	Women	Men	Women
Less than 8 years	$ 7,923	$3,293	$ 8,204	$3,568
8 years	9,064	4,386	9,548	4,334
1-3 years high school	8,223	3,905	9,731	4,160
4 years high school	10,386	5,466	12,377	5,604
1-3 years college	9,924	5,588	12,637	5,774
4 years college or more	16,778	8,800	20,541	9,478

[1] Includes Hispanics who are white.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Money Income in 1977 of Families and Persons in the United States*, Current Population Reports, Series P-60, 1979.

Chart 4.16.--Earnings as related to education and sex

At each education level, Hispanic men earned less than white men. Hispanic and white women earned approximately the same.



Appendixes

Appendix A ADVISORY PANEL MEMBERS

HEW Advisory Panel Members

Soledad Arenas, Education Program Specialist, Administration for Children, Youth, and Families

Gilbert Chavez, Director, Hispanic Concerns Staff, U.S. Office of Education

Ron Hall, Policy Analyst, Office of the Assistant Secretary for Education, Policy Development

Ricardo Martinez, Acting Assistant Director, Program on Reading and Language, Teaching and Learning, National Institute of Education

Aileen Schleff, Education Program Specialist, Division of Adult Education, U.S. Office of Education

David M. Shoemaker, Project Officer, Division of Elementary and Secondary Programs, Office of Education and Dissemination, U.S. Office of Education

Leslie Silverman, Acting Director, Division of Elementary and Secondary Education Statistics, National Center for Education Statistics

Dorothy Waggoner, Education Program Specialist, Elementary and Secondary Analysis Branch, Division of Elementary and Secondary Education Statistics, National Center for Education Statistics

Non-Government Advisory Panel Members

David Lessard, Legislative Analyst, Mexican American Legal Defense and Educational Fund

Monte Perez, (formerly of the National Council of La Raza) Policy Analyst, Office of the Assistant Secretary of Education, Policy Development, DHEW

Alvin Rivera, Staff Associate, Committee on Minorities in Engineering, National Research Council

Thomas Saucedo, Research Specialist, National Education Association

Rafael Valdivieso, Director, Aspira Center for Educational Equity

Appendix B
DESCRIPTION OF DATA SOURCES

The information presented in this report derives from several sources, most of which are Federal agencies. A few private organizations also provided data. The data was obtained using several research methods, including universe and sample surveys and administrative records search.

Particular care should be taken in comparing data from different sources because of differences in reference periods, operational definitions, and collection techniques. Additionally, all data entries are susceptible to errors such as faulty survey design, incomplete response, incorrect processing, or biased interpretations.

The following information is designed to acquaint the reader with the sources consulted in the preparation of this report. Additional information can be obtained by contacting the contributing organization directly.

Surveys of the National Center for Education Statistics

The National Center for Education Statistics (NCES) is the primary Federal agency charged with the collection, analysis, and reporting of education statistics. It further coordinates data acquisition for the Office of Education and the Office for Civil Rights. In addition, NCES assists State data collection activities in an effort to promote efficiency and comparability. NCES collects data primarily through census or sample surveys of educational institutions. NCES also conducts some sample surveys of individuals designed to chart the educational experiences and performance levels of young Americans. A number of the NCES data collection efforts used in this report are described below.

National Longitudinal Study (NLS) of the High School Class of 1972

The National Longitudinal Study (NLS) periodically queries a national sample of the high school class of 1972 to chart the educational, vocational, and personal development of these young Americans. The base-line survey was conducted in the spring of 1972. Follow-up surveys were conducted in the fall of: 1973, 1974, 1976, and 1979.

The original sample design was a deeply stratified two-stage probability sample with schools as first-stage sampling units and students as second-stage units. The first-stage sampling frame was constructed from computerized school files maintained by the Office of Education and by the National Catholic Education Association. The public and private schools in the 50 States and the District of Columbia were then stratified according to various criteria and randomly selected within strata. Except for schools in low income areas or with high black enrollments or schools with small enrollments, schools were sampled with equal probability. From each of the approximately 1200 selected schools, 18 students were randomly chosen to participate.

In the NLS survey, racial/ethnic identification was derived from the students' responses to the question: How do you describe yourself? The response options were: American Indian, Black or Afro-American or Negro, Mexican American or Chicano, Puerto Rican, Other Latin American origin, Oriental or Asian-American, White or Caucasian, and Other. Of the 16,409 persons who completed the Student Questionnaire in spring 1972, 726 were classified as Hispanics since they had identified themselves as Mexican American, Puerto Rican, or other Latin-American. By the time of the third follow-up survey in 1976, this number had increased to 901 as a result of questionnaire refinements which reduced the number of "unclassified" respondents. It should be noted that the NLS data on participation in higher education are based on only the proportion of the respondents who attended college. Therefore, in Chapter 3, the actual number of respondents in a category are shown in each table whenever this information was available.

A new longitudinal study, of high school sophomores and seniors, is scheduled to begin in 1980. The sample will be augmented in such a way that 20 percent of the total sample will be Hispanic. The questionnaire will also be expanded to obtain information on Hispanic participation in bilingual programs and on the language usage of students and their families.

For additional information concerning the NLS, contact the National Longitudinal Studies Branch, National Center for Education Statistics, 400 Maryland Avenue, SW., Washington, D.C. 20202.

Adult Basic and Secondary Education Program Statistics

The adult basic and secondary education program administered by the U.S. Office of Education (OE) was established under the Adult Education Act of 1966. This program offers to persons 16 years of age and older the opportunity to overcome English-language difficulties and attain reading, writing, and computational skills through the 12th grade level of competence. The program also offers students the opportunity to acquire a high school diploma.

Each of the 50 States, the District of Columbia, and outlying areas has established adult basic and secondary education programs, funded in part by OE. To participate in the funding program each State or other area (except the Trust Territory of the Pacific Islands) must provide at least 10 percent of program costs and retain total responsibility for planning, supervisory services, teacher training, curriculum development, evaluation, and all essential services for enrollees through the 12th grade level.

Beginning with data from the 1966-67 year, NCES has worked with OE to prepare annual summary reports on adult education programs sponsored by Public Law 91-230, as amended. The data come directly from the annual reports on adult education activities submitted to OE by each State, the District of Columbia, and participating outlying areas. The method by which the students' racial/ethnic status was identified for these reports is not known but probably included both visual identification and self-identification. For purposes of this report Hispanics included all students who had been identified as of "Mexican American, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race."

For more information about statistics for the Adult Basic and Secondary Education Program, contact the Adult and Vocational Education Surveys and Studies Branch, National Center for Education Statistics, 400 Maryland Avenue, SW., Washington, D.C. 20202.

Characteristics of Students in Noncollegiate Postsecondary Schools

This biennial sample survey develops information on the characteristics of students enrolled in vocational training in noncollegiate postsecondary schools. Information is collected on prior education, work history, reasons for selecting a specific school and occupational program, and work/education plans. For the 1978-79 survey, a sample of approximately 500 noncollegiate postsecondary schools in the 50 States, the District of Columbia, and Puerto Rico was selected using as the universe the 1976 Directory of Postsecondary

Schools with Occupational Programs. From each school selected, a systematic random sample of students completed the questionnaire. For this report, data were analyzed only for the 50 States and the District of Columbia. Four hundred seventy respondents were classified as Hispanics since they had identified themselves as Mexican American, Puerto Rican, Cuban, Central or South American, or other Hispanic origin.

For further information about this survey, contact the Adult and Vocational Education Surveys and Studies Branch, National Center for Education Statistics, 400 Maryland Avenue, SW., Washington, D.C. 20202.

Opening Fall Enrollment, Earned Degrees, and Residence and Migration

These three surveys are components of the Higher Education General Information Survey (HEGIS) with which NCES periodically collects information from all institutions of higher education listed in the *Education Directory, Colleges and Universities.*

Opening Fall Enrollment survey is conducted annually, while data on the students' race/ethnicity, sex, and field of study, are collected only in alternate years. These data are collected by NCES for the Office for Civil Rights (OCR). The manner of collecting racial/ethnic information is left to the discretion of the reporting institution. Presumably, self-identification was the typical method used. The definition of Hispanic is: a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

The Earned Degrees survey is also conducted annually by NCES. Racial/ethnic data were collected in the 1975-76 and 1976-77 school years but only biennially thereafter. The racial/ethnicity definitions for this survey are the same as those used in the Opening Fall Enrollment Survey.

The Residence and Migration survey was administered in fall 1975 and fall 1979. In the 1975 survey, State of residence was defined as the State in which the student had completed his or her secondary education. Starting with the fall 1979 survey, residence was defined as the State in which the student was residing when first admitted to the institution of higher education.

For additional information on these surveys, write: University and College Surveys and Studies Branch, National Center for Education Statistics, 400 Maryland Avenue, SW., Washington, D.C. 20202.

Surveys of Other Federal Agencies

National Institute of Education

The National Assessment of Educational Progress (NAEP) is a federally-funded survey conducted by the Education Commission of the States under contract with the National Institute of Education. Through annual assessments, NAEP obtains data on the achievement levels of young Americans in various learning areas. Different learning areas are assessed every year, and all areas are periodically reassessed to measure changes in educational achievement.

The racial/cultural identification used by NAEP between 1971 and 1975 placed each student in one of five categories: White, Black, Puerto Rican, Mexican American or "other." (Categorization as Puerto Rican or "Mexican American" took priority over "White" and "Black.") Placement in a category was generally accomplished by visual observation on the part of the test administrator, or use of surname. If the test administrator was unable to place a student in this way, he could talk to the student to help determine the language(s) he or she spoke, or ask the student if he or she spoke Spanish. However, test administrators were forbidden to ask the students directly whether they were Puerto Rican, Mexican American, Oriental, Black, etc. Since test administrators were from local areas they were somewhat familiar with the racial/cultural make-up of the student population. Certain Hispanic groups such as the Cubans and the Central or South American students were not specifically categorized before 1975, and it is unclear how they were counted.

The actual questions used in NAEP surveys are developed by a consensus procedure involving university educators, teachers, and concerned citizens. Since the questions were not selected with an Hispanic audience in mind and since they were administered in English only, it is probable that the results for Hispanic subjects may have been influenced by Hispanic cultural values and by degree of English language proficiency.

Hispanic achievement in each learning area is represented by the difference between the mean percentage of the Hispanic students who responded acceptably to the questions and the mean percentage of all students at a given age who acceptably answered the questions. For example, if only five questions in social studies were given at age 9 and the percentage of acceptable responses on these questions were 70%, 60%, 50%, 40%, and 30%, the mean would be 50%. Used as a summary of achievement of 9-year-olds in social studies, that number would suggest that approximately 50% of the 9-year-olds could respond correctly to a given social studies question. If the mean percentage of Hispanic 9-year-olds acceptably answering these same

questions was 42%, Hispanic achievement on these items could be said to be 8 percentage points below that of all 9-year-olds.

For more information concerning NAEP, contact National Assessment of Education Progress, Education Commission of the States, 1860 Lincoln Street, Denver, Colorado 80295.

Bureau of the Census

The Bureau of the Census provides data through a regular program of data collection and through supplements conducted for other Federal agencies. The Census mechanism for data collection cited most frequently in this report is the Current Population Survey (CPS).

Current Population Survey (CPS)

The primary purpose of the CPS is to obtain a monthly measure of labor force participation for the Bureau of Labor Statistics. It provides data on the employment status of the civilian resident noninstitutionalized population 14 years old and over. In addition, it provides monthly population estimates as well as annual data on such characteristics of the population as income, schooling, age, race/ethnicity, sex, marital status, and living arrangements.

The current CPS sample is spread over 461 areas comprising 923 counties and independent cities, with coverage in each of the 50 States and the District of Columbia. Approximately 47,000 occupied housing units comprise the sampling frame for interview sites each month. Of this number, 2,000 units, on the average, are visited without obtaining interviews. Due to sampling limitations, estimates derived from a basis of less than 75,000 persons are not reported.

Data on the Spanish population has been collected in the March CPS since 1973. In March 1978 the CPS sample was enlarged to include the 9,000 households from the November 1977 sample which had contained at least one person of Spanish origin. This resulted in almost doubling the number of persons in the sample who were of Spanish origin. Also, questions concerning income, work experience, and mobility status were added to the survey form.

Survey of Income and Education (SIE)

In response to the Education Amendments of 1974, the Census Bureau, in conjunction with the Department of Health, Education, and Welfare designed the Survey of Income and Education to yield State estimates of target-group populations—specifically, school-age children in poverty and persons of limited English-speaking ability.

This survey was conducted in spring 1976. It revised the 1970 Census poverty count and provided, for the first time, State data on persons of limited English-speaking ability. This required a larger sample than the CPS — 190,000 households. Interviews were obtained for 151,170 households which yielded information on half a million persons, making the SIE one of the largest nondecennial surveys ever conducted. The reliability of an estimated percentage, computed by using sample data for both numerator and denominator, depends upon both the size of the percentage and the size of the totals upon which the percentage is based. Estimated percentages are relatively more reliable than the corresponding absolute estimates of the numerators and denominators of the percentages, particularly if the percentages are 50 percent or more. However, percentages were not reported if the numerical estimate was less than 20,000 persons.

Interviewing for the SIE was conducted during May, June, and July of 1976. The data collection period holds some advantage in that it occurred shortly after the date for filing income tax reports, thus providing respondents with a reference for giving 1975 income information. However, collection over a 4-month time span may have produced some problems in data on educational attainment of those still enrolled in school and in data on enrollment below expected grade for age. Analysis of the characteristics of college students would have been greatly enhanced if the type of institution attended (i.e., 2-year college) had been ascertained.

Unlike many other data sources used in this report, in both the CPS and the SIE, ethnicity was identified separately from race. Ethnicity was determined by having the interviewer show the respondent a flashcard with twenty-nine origins listed, including Mexican American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central or South American, other Spanish. The interviewer asked with respect to each household member aged fourteen or above: "What is _____'s origin or descent?" Ethnicity of children was not asked if both parents were household members. For persons of multiple heritage including Hispanic, the Spanish origin was given precedence. Racial classification of household members was made by the interviewer based on visual observation. Persons of Latin American descent were classified as white, "unless they were definitely of Negro or other non-white race."

For further information, contact the Spanish Origins Statistics Staff, Population Division, U.S. Bureau of the Census, Washington, D.C. 20233.

Commission on Human Resources of the National Research Council

Survey of Earned Doctorates

This survey of the characteristics of the nation's doctorate recipients is conducted annually by the Commission on Human Resources under the sponsorship of the National Science Foundation, the Office of Education, the National Institutes of Health, and the National Endowment for the Humanities. Questionnaire forms, distributed with the cooperation of the Graduate Deans, are filled out by all graduates as they complete the requirements for their doctoral degree. The data do not include professional degrees such as the M.D. or D.D.S. They do, however, include both research and applied research doctorates with degrees such as the D.Sc. and the Ed.D.

While the survey was first conducted in 1958, data on racial/ethnic group wasn't first collected until 1973. In the surveys for Fiscal Years 1973 through 1976, doctoral degree recipients were asked to identify themselves as either Puerto Rican-American, or Spanish-American/Mexican American/Chicano. Data were reported in two categories — Puerto Rican and Chicano. Puerto Ricans were the only Hispanic subgroup which could be separated from the data. Data were not collected by any individual country of origin between 1977 and 1979. In these surveys, respondents who identified themselves as having origins in "Mexican, Puerto Rican, Central or South American, or other Spanish culture or origins, regardless of race," were classified as Hispanics. In 1980, data will be collected by Puerto Rican, Mexican American, or other Hispanic origin.

For more information, contact the Commission on Human Resources, National Research Council, Room JH/718, 2101 Constitution Avenue, NW., Washington, D.C. 20418.

Equal Employment Opportunity Commission

The Equal Employment Opportunity Commission (EEOC) is responsible for the administration of the Equal Employment Opportunity Act of 1972 to ensure and promote equal treatment in employment. Since 1973, school systems have been required to maintain records and file reports concerning the race/ethnic and sex characteristics of their employees.

Elementary-Secondary Staff Information Report

This report, more commonly known as the EEO-5 form, is submitted to EEOC annually by a national sample of school districts. It provides information, as of October 1 each year, concerning the occupation, race/ethnicity, and sex of all full- and part-time staff members.

In selecting the sample of approximately 7,000 school districts, all districts were first stratified by enrollment size and location. Those with 1,800 students or more were automatically included in the sample, as well as all districts located in a central city of a Standard Metropolitan Statistical Area (SMSA). A systematic random sample was taken of the remaining school districts which had 250 or more students.

Higher Education Staff Information Report

The EEOC also conducts biennally, a survey of all institutions of higher education in the 50 States and District of Columbia which have 15 or more full-time employees. In odd numbered years, each institution submits EEO-6 form which reports on the occupation, salary, and faculty rank/tenure of employees by race/ethnicity and sex.

The method by which an employee's race or ethnicity is determined by the respondent is not specified by EEOC. Using employee records, visual identification, etc., an employee is included in the "group to which he or she appears to belong, identifies with, or is regarded in the community as belonging." The definition of Hispanic used since 1975 is: a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

For more information, contact the U.S. Equal Employment Opportunity Commission, 2401 E Street, NW., Washington, D.C. 20506.

Office for Civil Rights, U.S. Department of Health, Education, and Welfare

The Office for Civil Rights (OCR) is responsible for administering Title VI of the 1964 Civil Rights Act as it applies to programs funded by the Department of Health, Education, and Welfare. Title VI prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives Federal financial assistance. As part of this responsibility, OCR collects racial/ethnic data on students from a sample of public elementary/secondary schools and from all institutions of higher education.

Elementary and Secondary School Survey

For the 1976 survey of public elementary/secondary schools, approximately 8,500 school districts were included. Districts were first stratified by enrollment size with all districts reporting enrollments of 3,000 or more automatically included in the sample while districts with enrollments under 300 were automatically excluded. Within each of the remaining strata, districts were randomly selected for inclusion in the sample.

Institutions of Higher Education

Data on the race/ethnicity of college students and degree earners is collected biennally by NCES for OCR. (See NCES-Opening Fall Enrollment and Earned Degrees surveys.) While NCES includes data for the U.S. Service Schools in its publications, OCR does not. The Office for Civil Rights selected the six fields of study for which enrollment data are collected by race/ethnicity.

For more information, contact the U.S. Office for Civil Rights, 300 Independence Avenue, SW., Washington, D.C. 20202.